



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Carolyn T. Rye, Chair
District 5 - Lynnhaven

Kimberly A. Melnyk, Vice Chair
District 7 – Princess Anne

Beverly M. Anderson
At-Large

Sharon R. Felton
District 6 – Beach

Jennifer S. Franklin
District 2 – Kempsville

Dorothy M. Holtz
At-Large

Laura K. Hughes
At-Large

Victoria C. Manning
At-Large

Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Proposed Agenda **Tuesday, May 10, 2022**

School Administration Building #6, Municipal Center
2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

Public seating will be made available on a first-come, first-serve basis. Members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBTV Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_vwSn6QuRRgG-PnQq7GT03g Call-in (301) 715-8592 ID 847 9097 2829

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at vbcpschoolboard@googlegroups.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on May 9, 2022.

- 1. Administrative, Informal, and Workshop (School Board Chambers)4:30 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Collective Bargaining Update dded 05/0 /2022 Updated 05/10/2022
- 2. Closed Session (as needed)**
- 3. School Board Recess.....5:30 p.m.**
- 4. Formal Meeting (School Board Chambers)6:00 p.m.**
- 5. Call to Order and Roll Call**
- 6. Moment of Silence followed by the Pledge of Allegiance**
- 7. Student, Employee and Public Awards and Recognition**
 - A. Green Run High School - NJROTC
- 8. Adoption of the Agenda**
- 9. Superintendent's Report (second monthly meeting)**
- 10. Approval of Meeting Minutes**
 - A. April 26, 2022 Regular School Board Meeting dded 05/0 /2022



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Proposed Agenda (continued)
Tuesday, May 10, 2022

11. **Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the May 10, 2022 School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on May 10, 2022. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building, 2512 George Mason Drive, Building 6, Municipal Center, Virginia Beach, Virginia 23456 by 5:45 p.m. May 10, 2022. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, 1-47 and 1-48 requirements for Public Comment and Decorum and Order.

12. **Information**

- A. Notification of Intent to Apply for Federal Grants SY22/23
- B. Summer Learning Update
- C. New Course: Data Science

13. **Return to public comments if needed**

14. **Consent Agenda**

- A. General Fees Schedule FY 2022-2023
- B. Resolutions:
 - 1. Jewish American Heritage Month
 - 2. Asian American and Pacific Islander Heritage Month
 - 3. School Nurse Appreciation Day
- C. Policy Review Recommendations:
 - 1. Policy 3-84/School Lunch and Breakfast Program/Generally
 - 2. Policy 7-57/Vehicles, Motorized Devices and Animals on School Grounds
 - 3. Policy 7-61/Relations with Governmental Agencies: Public Safety Agencies and Disaster Agencies
 - 4. Policy 7-62/Relations with Governmental Agencies: Department of Parks and Recreation
 - 5. Policy 7-63/Relations with Governmental Agencies: Voter Registrar's Office
 - 6. Policy 7-65/Membership in Educational Associations: Virginia High School League (VHSL)
 - 7. Policy 7-69/Relations with Non-Governmental Organizations: Colleges and Universities
 - 8. Policy 7-70/Relations with Non-Governmental Organizations: Corporate and Other Private Sponsorship of Interscholastic Activities

15. **Action**

- A. Personnel Report / Administrative Appointments **Updated 05/11/2022**
- B. Virginia School Board Association Renewal
- C. Virginia School Board Association (VSBA) Excellence in Workforce Readiness Award

16. **Committee, Organization or Board Reports**

17. **Return to Administrative, Informal, Workshop or Closed Session matters**

18. **Adjournment**



Subject: Collective Bargaining Update **Item Number:** 1B

Section: Administrative, Informal, Workshop **Date:** May 10, 2022

Senior Staff: Cheryl Woodhouse, Chief Human Resources Officer, Kamala Lannetti, Deputy City Attorney/School Board Legal Counsel

Prepared by: Cheryl Woodhouse, Chief Human Resource Officer, Kamala H. Lannetti, Deputy City Attorney

Presenter(s): Kamala Lannetti, Deputy City Attorney, Cheryl Woodhouse, Chief Human Resources Officer

Recommendation:

That the School Board and Senior Staff discuss how an enhanced Employee Input Process could be structured and review the estimated administrative costs that would be involved with collective bargaining.

Background:

The General Assembly authorized local governments and school boards to enter into collective bargaining agreements effective 2021. The School Board has reviewed both prior processes and the legal aspects of collective bargaining. At its September 14, 2021, meeting, the School Board directed the Superintendent and staff to bring back further information for consideration.

Source:

School Board Meeting September 2021

Budget Impact:

TBD



Subject: School Board Recognitions

Item Number: 7A

Section: Student, Employee and Public Awards and Recognitions

Date: May 10, 2022

Senior Staff: Admon Alexander, Ed.D., Acting Chief Communications and Community Engagement Officer

Prepared by: Mary R. Yannuzzi, Public Relations Coordinator, Dept. of Communications and Community Engagement

Presenter(s): Kimberly A. Melnyk, Vice Chair

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the May 10, 2022 School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

1. Green Run High School – NJROTC

Background Summary:

That the School Board allow time during School Board meetings to recognize students and/or staff who have accomplished notable recognitions that fit within the parameters of the School Board recognition criteria.

Recognition Criteria:

1. Achievement of *first or second place in national competitions/events*.
2. Achievement of *national recognition* for outstanding achievements, i.e., National Merit Finalists.
3. Achievement of *first place in regional* (multi-state) competitions/events.
4. Achievement of *first place in state competitions/events*.
5. Achievements *beyond the scope of regular academics/activities and/or job performance*.

Source:

Utilizing data from submissions made to the Department of Communications and Community Engagement, which have been approved by school principals or department heads recognizing a notable achievement from a student or staff member fitting the Board recognition parameters.

Budget Impact:

None



Subject: Approval of Minutes **Item Number:** 10A

Section: Approval of Minutes **Date:** May 10, 2022

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Regina M. Toneatto, School Board Clerk

Recommendation:

That the School Board adopt the following set of minutes as presented:

- A. April 26, 2022 Regular School Board Meeting

***Note:** Supporting documentation will be provided to the School Board under separate cover prior to the meeting.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



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Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES **Tuesday, April 26, 2022**

School Administration Building #6, Municipal Center
2512 George Mason Drive
P.O. Box 6038
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(757) 263-1000

- 1. Administrative, Informal, and Workshop:** Chairwoman Rye convened the administrative, informal, and workshop session at 4:00 p.m. on the 26th day of April 2022 and announced members of the public will be able to observe the School Board meeting through live streaming on vbschools.com, broadcast on VBT Channel 47 and on Zoom. It is the School Board's protocol to break at 5:30 p.m. to prepare for the Formal Session at 6:00 p.m. At 5:30 p.m., the School Board will conclude unless the School Board votes to continue to no later than 5:45 p.m. to allow the School Board and the School Administration to prepare for the Formal Session of the School Board Meeting at 6:00 p.m.

The following School Board members were present in the School Board chamber: Chair Rye, Vice Chair Melnyk (arrived at 4:42 p.m.), Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens (arrived at 4:06 p.m.), Ms. Riggs, and Ms. Weems. Ms. Franklin was not present at the meeting due to personal illness.

- A. **School Board Administrative Matters and Reports:** Chairwoman Rye mentioned upcoming dedications (Princess Anne Middle School, Brock Classroom, Thoroughgood Elementary School), noted dates will be posted on the School Board SharePoint calendar; Teacher of the Year Celebration – May 6; Brickell Scholars – May 19 (virtual); mentioned the superintendent evaluation process and evaluation instrument; noted process continuing for establishment of Legal Department (effective July 1), more information forthcoming; mentioned presentation to City Council on April 19, Chair Rye presented along with Superintendent Spence, Crystal Pate, Chief Financial Officer, and Jack Freeman, Chief Operations Officer; working on a combined meeting with City Council counterparts to discuss sharing additional revenues; and book appeal committee has met and is drafting its recommendation to the School Board.
- B. **Market Study Proposal:** Cheryl Woodhouse, Chief Human Resources Officer presented the School Board information regarding the goals, project steps, and timeline for the impending market study in instructional and non-instructional positions; provided a summary and overview of the compensation study; Ms. Woodhouse introduced Ms. Heather Kazemi from Segal; Ms. Kazemin continued the presentation and provided a background of the company; reviewed the project goals: 1) revise and adopt the School Board's Compensation Philosophy, 2) understand and evaluate the division's competitiveness in the market, 3) implement a compensation program; reviewed project steps: project initiation, employee communications and survey, Board retreat: compensation philosophy, market assessment, recommendation: pay plan design and cost modeling; reviewed the timeline for project steps; deliverable timelines: June-July – final compensation philosophy delivered, June-July – employee

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survey final report delivered, August-September – market study final report delivered, October-November – recommendations delivered, November-December – School Board presentation.

The presentation continued with questions and comments regarding clarification of last study; implementation of previous study; benefits; incentives; equitable accessibility for all staff for the survey; small group meetings; compensation as a priority; clarification of CIP funds, revision funds; liability insurance; pay based on performance not longevity.

- C. Public-Private Education Facilities and Infrastructure Act (PPEA) Update: Jack Freeman, Chief Operations Officer provide a brief explanation and background for the presentation; Melisa Ingram, Executive Director, Facilities Services provided the School Board an update regarding the PPEA (Public-Private Education Facilities and Infrastructure Act) process; reviewed what is a PPEA project; reviewed CIP projects (the three replacement schools): Princess Anne High School Replacement, B.F. Williams Elementary School/Bayside 6th (Grades 4-6) Replacement and Bayside High School Replacement; benefits of the PPEA process: schools open sooner, cost savings, prototype high school plan, financial commitments; reviewed timelines from June 2021-April 2022; discussed next steps/critical milestones: April 2022 – short-list preferred proposer, May-June 2022 – finalize interim agreement with preferred proposer, June/July 2022 – information to School Board, July 2022 – post interim agreement for public (30 days), August 2022 – obtain approvals by School Board and City Council, September 2022-Spring 2023 – design matures through input process, review work performed under interim agreement, negotiate comprehensive agreement for GMP, late Spring 2023 – obtain approvals by School Board and City Council; reviewed staff recommendation – continue the PPEA process to negotiate an interim agreement with the preferred proposer for: Princess Anne High School replacement, B.F. Williams/Bayside 6th replacement, Bayside High School replacement.

The presentation continued with questions and comments regarding the number of offers; input on design of schools; reviewed timeline; clarification of next steps; members on committee; explanation of GMP – guaranteed maximum price; can reach out to Melisa Ingram and Jack Freeman for any other questions.

2. **Closed Session:** None during the administrative, informal, and workshop session. See agenda item #17.
3. **School Board Recess:** Chairwoman Rye adjourned the administrative, informal, and workshop session at 4:57 p.m.
4. **Formal Meeting (School Board Chambers)**
5. **Call to Order and Roll Call:** Chairwoman Rye convened the meeting of the School Board in the School Board chamber at 6:00 p.m. on the 26th day of April 2022 and noted members of the public will be able to observe the School Board meeting through livestreaming on vbschools.com, broadcast on VBTV Channel 47, and on Zoom.

The following School Board members were present in the School Board chamber: Chairwoman Rye, Vice Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. Ms. Franklin was not present at the meeting due to personal illness.

6. **Moment of Silence followed by the Pledge of Allegiance**

7. **Student, Employee and Public Awards and Recognition**

- A. Advanced Technology Center – State DECA Leadership Conference, Human Resources Management event: The School Board recognized Mariah Kennedy, a junior at Green Run Collegiate (GRC) and a Marketing & Entrepreneurship student at the Advanced Technology Center, for her first-place state win in the Human Resources Management Role-Play event, at the Virginia leadership conference for the Distributive Education Clubs of America, more commonly known as DECA.

8. **Adoption of the Agenda:** Chairwoman Rye noted there was updated information added to agenda item #15C regarding additional grant funding, the information was sent to School Board members and the agenda packet was updated accordingly for both the public and School Board members. Chairwoman Rye called for any modifications to the agenda as presented. Hearing none, Chairwoman Rye called for a motion to approve. Ms. Manning made the motion, seconded by Ms. Hughes. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Vice Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

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- 9. Superintendent's Report:** Superintendent Spence shared the following information: 1) recognized Erin Nye, Library Media Specialist from Kingston Elementary School, who was recently named the Regional Librarian of the Year for the York Region by the Virginia Association of School Librarians, also known as V-A-A-S-L; 2) in April, highlighted our paraprofessionals, classified instructional supports including teacher assistants, job coaches, tutors, preschool and kindergarten assistants and general assistants, as well as our administrative professionals, clerical support staff and our assistant principals for their hard work and dedication; 3) observed in April the Month of Military Child, an annual recognition sponsored by the Department of Defense Military Community and Family Policy, that gives us a chance to acknowledge military families and their children for the daily sacrifices and the challenges they overcome. This April marked the 35th Anniversary of The Month of the Military Child. There are approximately 13,000 military-connected students enrolled in our division; 4) Kindergarten registration begins April 26; 5) Thursday, April 28 from 6-7 pm, a virtual Family Connection session – Earth to VB: Caring for our Community and our Planet; and 6) VB Schools has been honored for the 13th consecutive year as one of the Best Communities for Music Education by the National Association of Music Merchants Foundation. VBCPS is in the top 5% of districts across the nation to receive this prestigious award.
- 10. Approval of Meeting Minutes**
- A. April 5, 2022 Regular School Board Meeting: Chairwoman Rye called for any modifications to the April 5, 2022 regular School Board meeting minutes as presented. Hearing none, Chairwoman Rye called for a motion to approve the April 5, 2022 meeting minutes as presented. Ms. Holtz made the motion, seconded by Ms. Hughes. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Vice Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.
- 11. Public Comments (until 8:00 p.m.):** Chairwoman Rye announced the School Board will hear public comments on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division from citizens and delegations who signed up with the School Board Clerk prior to the meeting. Chairwoman Rye mentioned information regarding speaker process, decorum and order, and submitting comments via group email. There were four (4) in person speakers; topics discussed were books in schools; administration at Rosemont Elementary School; VSBA dues; School Board members decorum; issue with child's school; Code of Conduct. The public comments ended at 6:27 p.m.
- 12. Information**
- A. Interim Financial Statements – March 2022: Daniel Hopkins, Director of Business Services presented the following financial information as of March 31, 2022 to the School Board: overall revenue trend remains acceptable at this point in the fiscal year; noted General Assembly is in session try to approve the Governor's budget, updates will be forthcoming after final legislative action; federal revenues are showing an acceptable trend; received Impact Aid payments of approximately \$10 million year-to-date; other revenue sources are acceptable at this point in the fiscal year; sales tax receipts are at an acceptable level; year-to-date approximately \$7.8 million higher than the same time last year; noted April sales tax receipts are approximately \$900,000 over last April; expenditures and encumbrances trend continue to remain acceptable at this point in the fiscal year.
- B. General Fees Schedule FY 2022-2023: Crystal Pate, Chief Financial Officer presented the School Board information regarding the proposed FY 2022-23 General Fees Schedule including the rates for student fees for optional/ancillary services or activities; noted no increase in student meal prices for the next school year; may need to raise meal prices for the 2023-24 school year; fee for the new pharmacy tech course; semesters of parenting and child care occupations are combined into a new year-long course with revised associated fees; fee line for dental assisting students is eliminated; student tuition fees for non-resident students; children of VBCPS employees who live outside of Virginia Beach to attend Virginia Beach schools tuition-free.

The presentation continued with comments and questions regarding recommendation of employees' children to attend tuition free; financial impact of tuition free; will provide School Board with information.

- C. Virginia School Board Association Renewal Dues: Chairwoman Rye open the floor for discussion; payments and fees to VSBA; conventions and webinars; last year's amount \$13,184.82; lobbyist group; priorities of VSBA; taxpayer funds; need to vote on topic; professional organization; professional development activities; legislative support to School Board members; politics of organization, does not represent all School Board members; process of VSBA and presenting legislation; vote at next School Board meeting on VSBA renewal.
- D. Policy Review Recommendations: School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney provided the School Board information on the following policies as reviewed by the PRC at its April 7, 2022 meeting
 - 1. Policy 3-84/School Lunch and Breakfast Program/Generally: The PRC recommends amendments to reflect recent statutory changes; a brief discussion followed regarding collecting unpaid meal bills; clarification of new legislation; use of legal action.
 - 2. Policy 7-57/Vehicles, Motorized Devices and Animals on School Grounds: The PRC recommends scrivener's changes and correction of a code citation.
 - 3. Policy 7-61/Relations with Governmental Agencies: Public Safety Agencies and Disaster Agencies: The PRC recommends amendments to add new statutory language
 - 4. Policy 7-62/Relations with Governmental Agencies: Department of Parks and Recreation: The PRC recommends scrivener's changes.
 - 5. Policy 7-63/Relations with Governmental Agencies: Voter Registrar's Office: The PRC recommends amending the job title for the Registrar and scrivener's changes.
 - 6. Policy 7-65/Membership in Educational Associations: Virginia High School League (VHSL): The PRC recommends no changes after completing the required review.
 - 7. Policy 7-69/Relations with Non-Governmental Organizations: Colleges and Universities: The PRC recommends no changes after completing the required review.
 - 8. Policy 7-70/Relations with Non-Governmental Organizations: Corporate and Other Private Sponsorship of Interscholastic Activities: The PRC recommends scrivener's changes.

13. Return to public comments if needed: As noted under agenda item #11, public comments ended at 6:27 p.m.

14. Consent Agenda: Before reading the items on the Consent Agenda, Chairwoman Rye called for a motion to approve. Vice Chair Melnyk made the motion, seconded by Ms. Anderson. Chairwoman Rye read the items on the Consent Agenda. It was mentioned that the resolution regarding the Sale of Property of a Portion of Kellam High School Property to the City of Virginia Beach had the incorrect amount, the correct amount is \$1,600.00, updated copies of the resolution were given to the School Board members and the presentation slide was also updated.

- A. Technology and Career Education Carl Perkins SY 2023 Grant: Recommendation that the School Board approve the Local Plan and Budget for Perkins Grant Funding for Career and Technical Education 2022-2023.
- B. Resolution: Teacher Appreciation Week: Ms. Felton read the following resolution:

RESOLUTION

Teacher Appreciation Week May 2-6, 2022

WHEREAS, research shows that classroom teachers have a significant impact on student achievement and success; and

WHEREAS, teachers' efforts in planning, teaching and assessing directly impacts student growth; and

WHEREAS, teachers work in collaboration with school administrators to engage families and the community to create challenging, authentic learning opportunities for children; and

WHEREAS, the School Board appreciates the hard work and time teachers dedicate to support student achievement both inside and outside of the classroom; and

WHEREAS, this dedication contributes to a strong, positive school culture; and

WHEREAS, the school division has partnered with our parents and community members to express our appreciation for teachers through the "#LoveVBTechers" campaign; and

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WHEREAS, the school division uses this campaign to highlight the work of our extraordinary instructional staff throughout the entire school year but especially during Teacher Appreciation Week.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes May 2-6, 2022 as Teacher Appreciation Week; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all community members support and participate in activities designed to recognize teachers for their tireless work as educational leaders; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board; and be it

FURTHER RESOLVED: That a copy of this resolution be distributed to each school in the division to be posted in a prominent location.

Adopted by the School Board of the City of Virginia Beach this 26th day of April 2022

- C. Religious Exemption(s): Recommendation that the School Board approve Religious Exemption Case No. RE-21-16 and RE-21-11.
- D. Resolution Regarding the Sale of Property of a Portion of Kellam High School Property to the City of Virginia Beach: Vice Chair Melnyk read the following resolution:

RESOLUTION REGARDING THE SALE OF PROPERTY OF A PORTION OF KELLAM HIGH SCHOOL PROPERTY TO THE CITY OF VIRGINIA BEACH

WHEREAS, the City of Virginia Beach (the "City") has identified the need to purchase certain School Board real property, to-wit: 748 square feet, located on the Kellam High School site and identified as a portion of parcel GPIN 1493-79-0082 (the "School Board Property"), for right-of-way purposes as part of the City's West Neck Road Phase IV Project CIP 100483 (formerly CIP 2-088) (the "Project");

WHEREAS, the Project will provide for the design and construction of paved shoulders for cyclists, pedestrian accommodations, and drainage swales along West Neck Road;

WHEREAS, the City has proposed purchasing the School Board Property for fair market value which will enable the City to complete the Project;

WHEREAS, Virginia Code §22.1-129(B) allows the School Board to convey real property that it determines is surplus of its needs;

WHEREAS, due to the negligible impact the conveyance of the School Board Property will have on the Kellam High School site and the expected benefits to be derived for the citizens of the City of Virginia Beach, the School Board is of the opinion that conveyance of the School Board Property for such right-of-way purposes is a benefit to both parties.

NOW THEREFORE BE IT RESOLVED that:

1. The School Board finds that conveying the School Board Property to the City of Virginia Beach for right-of-way purposes is a benefit to the citizens and that the sale of the area for right-of-way purposes will not adversely impact the residue of the Kellam High School site. Further, in accordance with Virginia Code §22.1-129(B), the School Board does not have further use of the area to be sold.
2. The School Board agrees to accept the fair market value of \$1,600.00 as payment in full for the 748 square feet to be conveyed to the City.
3. The School Board authorizes the Chair or her designee to execute any and all documents desired and necessary to complete the above-referenced transaction and to take all actions necessary to have these funds retained by the School Board.

Adopted by the School Board of the City of Virginia Beach this 26th day of April 2022.

Chairwoman Rye called for a vote to approve the Consent Agenda items as presented. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Vice Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

15. Action

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- A. Personnel Report / Administrative Appointments: Chairwoman Rye Called for a motion to approve the April 26, 2022 personnel report and administrative appointments. Vice Chair Melnyk made the motion, seconded by Ms. Anderson that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the April 26, 2022 personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Vice Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.
- Superintendent Spence introduced the following: Jennifer V. Corso, Administrative Assistant, Lynnhaven and Rosemont Elementary Schools as Assistant Principal, Rosemont Elementary School; Tara J. Kirsch, Administrative Assistant, Princess Anne Elementary School as Assistant Principal, Pembroke Meadows Elementary School; Taylor M. Loudermilk, Administrative Assistant, W.T. Cooke Elementary School as Assistant Principal, Kempsville Elementary School; Tennille Bowser, Principal, Lynnhaven Middle School as Principal, Green Run High School; Lauren C. Cave, Ed.D., Assistant Principal, Corporate Landing Middle School as Human Resources Specialist, Department of Human Resources; and recognized Robert B. Jamison, Executive Director, Student Support Services, Office of Student Support Services, who was appointed at the April 5, 2022 but could not attend the meeting.
- B. Budget Transfers: Chairwoman Rye called for a motion to approve budget transfers. Ms. Owens made the motion, seconded by Ms. Hughes. Crystal Pate, Chief Financial Officer mentioned the listing of budget transfers listed in the agenda packet; transfers are a result from mid-year spending analysis; without discussion, Chairwoman Rye called for a vote to approve the budget transfers. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Vice Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.
- C. Resolution Regarding Additional Grant Funding FY 2021-2022: Chairwoman Rye called for a motion to approve the resolution regarding additional grant funding FY 2021-2022. Ms. Riggs made the motion, seconded by Ms. Holtz. Crystal Pate, Chief Financial Officer noted the resolution was brought before the School Board at the April 5, 2022 meeting; there was a revision to the resolution for this fiscal year; on April 15, received notification from the Department of Education that we received an award; award provides incentives of \$2,500 or \$5,000 to an employee hired between August 15, 2021 and November 30, 2021; Human Resources in the process of identifying those employees; need to be a full-time employee, receive a good performance evaluation for this fiscal year, and have a commitment that they will work in the fiscal year 2023; Vice Chair Melnyk read the following resolution:

Resolution Regarding Additional Grant Funding for FY 2021/22

WHEREAS, The City of Virginia Beach's adopted Budget Ordinance for the current fiscal year appropriated funds to the School Board of the City of Virginia Beach; and

WHEREAS, the Schools have budgeted an amount of \$204,198,866 in the current fiscal year FY 2021/22 in the Categorical Grants fund; and

WHEREAS, this budgeted amount in the Categorical Grants fund is \$20,907,617 short of the amount needed to fund five new American Rescue Plan (ARP) awards, a proposed amendment to the Early Reading Initiative state grant as outlined in HB29/SB29, and the new ESSER III Recruitment Incentive for Public Education grant as recently outlined in Superintendent's Memo 083-22; and

WHEREAS, examples of the proposed spending plan for the Early Reading Initiative state grant includes tutoring and related instructional support in the classroom; and

WHEREAS, examples of the proposed spending plan for the ESSER III Recruitment Incentive for Public Education grant includes one-time bonuses for regular and hard to staff teaching positions; and

WHEREAS, examples of the proposed spending plans for the five ARP awards (ARP Coronavirus State and Local Fiscal Recovery Funds, ARP Unfinished Learning, ARP Before and After School Programs, ARP Summer Learning, and ARP Homeless Children and Youth) include HVAC replacement and renovations, stipends for reading and math teachers, instructional materials and supplies, additional instructional staffing before and after school, web-based STEM activities, transportation, summer school staffing, social emotional support through CHKD's bridge program, and case management and school supplies for homeless children and youth respectively; and

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WHEREAS, the School Board of the City of Virginia Beach requests an additional appropriation of \$20,907,617 into the Categorical Grants fund; and

WHEREAS, appropriations of funds must be approved by the City Council prior to the expenditure of funds by the School Board of the City of Virginia Beach; and

NOW, THEREFORE, BE IT

RESOLVED: that the School Board of the City of Virginia Beach approves and affirms the necessary appropriation and recommended uses of these funds; and be it

FURTHER RESOLVED: that the School Board of the City of Virginia Beach requests an additional appropriation of \$20,907,617 into the Categorical Grants fund; and be it

FINALLY RESOLVED: That a copy of this Resolution be spread across the official minutes of this School Board, and the Clerk of the School Board is directed to deliver a copy of this Resolution to the Mayor, each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 26th day of April 2022.

Without discussion, Chairwoman Rye called for a vote on the resolution regarding additional grant funding for FY 2021/2022. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Vice Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

- D. FY 2022-2023 Budget Amended Resolution: Chairwoman Rye called for a motion to approve the FY 2022-2023 budget amended resolution. Ms. Riggs made the motion, seconded by Ms. Owens. Vice Chair Melnyk read the following resolution:

Amended Budget Resolution – FY2022/23

WHEREAS, the mission of Virginia Beach City Public Schools (VBCPS), in partnership with the entire community, is to empower every student to become a life-long learner who is a responsible, productive, and engaged citizen with the global community; and

WHEREAS, the School Board of the City of Virginia Beach approved the FY2022/23 School Board Proposed Operating Budget on March 8, 2022; and

WHEREAS, the current amount budgeted in the Categorical Grants Fund is \$166,137,948; and

WHEREAS, this budgeted amount is \$14,432,365 short of the carryover amount needed to fund the American Rescue Plan (ARP) Coronavirus State and Local Fiscal Recovery Funds (CSLFRF) grant and additional Title I FY22/23 state appropriations; and

NOW, THEREFORE, BE IT

RESOLVED: that the Categorical Grants fund be increased by \$14,432,365; and be it

FURTHER RESOLVED: that the additional funds be used for HVAC replacement and renovations and to raise the achievement of the lowest-achieving students; and be it

FINALLY RESOLVED: That a copy of this Resolution be spread across the official minutes of this School Board, and the Clerk of the School Board is directed to deliver a copy of this Resolution to the Mayor, each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 26th day of April 2022.

Crystal Pate, Chief Financial Officer mentioned this is amending the budget that has not been adopted yet; related to the categorical grants but mainly to the five grants from the American Rescue Plan; noted the Title I grant will be approximately \$4.7 million higher; a clarifying question was asked regarding the additional funding which was for Title I; without further discussion, Chairwoman Rye called for a vote on the FY 2022/23 budget amended resolution. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Vice Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

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- E. Disposition of School Board Owned Property (Laskin Road Annex): Chairwoman Rye called for a motion to approve the disposition of School Board owned property (Laskin Road Annex). Ms. Felton made a motion, seconded by Ms. Anderson. Vice Chair Melnyk read the following resolution:

**RESOLUTION REGARDING THE SALE OF SCHOOL BOARD PROPERTY
LOCATED AT 1413 LASKIN ROAD**

WHEREAS, the School Board of the City of Virginia Beach (the "School Board") is the owner of a parcel of land consisting of approximately 12.41 acres, located at 1413 Laskin Road and identified as parcel GPIN 2417-18-3772, which in recent years was used as the Laskin Road Annex and is more particularly described on Exhibit A, attached hereto and made a part of this Resolution (the "School Board Property");

WHEREAS, a Request for Proposals was issued on June 20, 2021, and after a committee made up of representatives from the City of Virginia Beach and Virginia Beach City Public Schools evaluated all the proposals and conducted interviews among the top four proposals, Franklin Johnston Group Management & Development, LLC ("Franklin Johnston") was selected as the preferred respondent;

WHEREAS, Franklin Johnston's proposal includes purchasing the School Board Property to construct a mixed-use development, including apartments, approximately 50,000 square feet of office, approximately 6,000 square feet of retail, a 5,000 (+/-) square-foot restaurant, structured parking, and related amenities and surface parking (the "Project");

WHEREAS, Virginia Code §22.1-129 allows the School Board to sell real property that it determines it has no future use for, and the School Board has held a public hearing on April 5, 2022 to take public comment on the proposed sale of the School Board Property to Franklin Johnston or its related development company, TFJG Canopy LLC, and retention of the proceeds therefrom; and

WHEREAS, due to the determination that the School Board Property is no longer needed for educational purposes, and the expected benefits that will be derived from the Project for the citizens of Virginia Beach, the School Board is of the opinion that sale of the School Board property to Franklin Johnston would be in the public interest and a benefit to all parties.

NOW THEREFORE BE IT RESOLVED that:

1. In accordance with Virginia Code §22.1-129, the School Board finds that it does not have further use for the School Board Property located at 1413 Laskin Road, GPIN 2417-18-3772, as more particularly described on Exhibit A, and determines that it should be declared surplus and may be sold, so long as the City Council allows the School Board to retain the proceeds from the sale.
2. The School Board Property is authorized to be sold to Franklin Johnston or its related development company, TFJG Canopy LLC, and the total amount of compensation to be paid for the School Board Property for this transaction is \$7,000,000.00.
3. Should the City Council of Virginia Beach authorize the School Board to retain the proceeds from this sale, the funds shall be allocated towards the School Board's capital improvement program.
4. Additionally, the School Board authorizes the Chair or her designee to execute any and all documents necessary to complete the above-referenced transaction, so long as they are substantially consistent with the terms set forth above and have been deemed by the attorney for the School Board to be legally sufficient.

Adopted by the School Board this 26th day of April 2022.

Melissa Ingram, Executive Director, Office of Facilities Services recapped the timeline, March 22nd information was presented to the School Board, April 5th was a public hearing regarding the property; (note: Becky D. Kubin, Deputy City Attorney was present at the meeting to help answer questions); the discussion continued with questions and comments regarding the purchase agreement; escrow deposit; consideration sum; right of entry demolition; rezoning of property; clarification of language in the resolution "substantially consistent"; without further discussion, Chairwoman Rye called for a vote on disposition of School Board owned property (Laskin Road Annex). The School Board Clerk announced there were nine (9) ayes in favor of the motion: Chairwoman Rye, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. There was one (1) abstention: Vice Chair

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Melnik, who is part of the Neptune Festival and King Neptune this year is Mr. Taylor Franklin, who is part of the Franklin Johnston Group Management. The motion passed, 9-0-1.

- 16. Committee, Organization or Board Reports:** Ms. Riggs shared the Sister Cities Youth Ambassador for 2022-23, Lucia Morton, a student at the Business and Entrepreneurship Academy, Kempsville High School; Ms. Felton mentioned the 2022 graduation for practical nurses, there were 10 graduates; Ms. Felton also attended the VSBA Tidewater Spring Forum, Delegates Davis, Simonds, and Jenkins attended the forum meeting, JT Kessler also presented information at the forum meeting; Ms. Weems mentioned the monthly Special Education Advisory Council (SEAC) meeting will be May 9th at 9:30 a.m. at the Williams Farm Rec Center; Chairwoman Rye mentioned the Governance Committee meeting next week.

The formal meeting concluded at 7:51 p.m.

- 17. Return to Administrative, Informal, Workshop or Closed Session matters:** Vice Chair Melnik made a motion, seconded by Ms. Anderson that the School Board recess into Closed Session to deliberate on the following matters:
1. A closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 7 and 8, as amended,
 - A.7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter and
 - A.8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

1. Settlement conference related to pending federal court cases.

There were ten (10) ayes in favor of the motion to recess into closed session: Chairwoman Rye, Vice Melnik, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

Individuals present for discussions in the order in which matters were discussed:

A7. CONSULTATION WITH LEGAL COUNSEL

A8. CONSULTATION WITH LEGAL COUNSEL:

1. Settlement conference related to pending federal court cases: School Board members: Chairwoman Rye, Vice Melnik, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; Anne C. Lahren, Attorney, Pender & Coward; Superintendent Spence; Regina M. Toneatto, Clerk of the Board.

Note: Ms. Owens recused her from one of the discussions. Ms. Owens left the closed session at 8:03 p.m. and returned to the closed session at 8:45 p.m.

The School Board reconvened at 8:59 p.m.

Certification of Closed Session: Vice Chair Melnik read the Certification of Closed Session:

WHEREAS, the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

WHEREAS, Section 2.2-3712 (D) of the Code of Virginia requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

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NOW, THEREFORE, BE IT RESOLVED that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

Ms. Manning made the motion for the Certification of Closed Session, seconded by Ms. Anderson. There were nine (9) ayes in favor of the motion: Chairwoman Rye, Vice Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Riggs, and Ms. Weems. There was one (1) abstention: Ms. Owens, she was not present for the entire closed session. The motion passed 9-0-1.

- 18. Adjournment:** Chairwoman Rye adjourned the meeting at 9:01 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Subject: Notification of Intent to Apply for Federal Grants for SY2022/23 **Item Number:** 12A

Section: Information **Date:** May 10, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Lorena L. Kelly, Ph.D. Executive Director of Elementary Teaching and Learning
Jeff A. Ludvik, Grants Manager, Department of Budget and Finance

Presenter(s): Lorena L. Kelly, Ph.D. Executive Director of Elementary Teaching and Learning

Recommendation:

That the School Board accept this notification that the administration intends to apply for the following federal grants for the 2022-2023 school year.

- Title I, Part A Improving the Academic Achievement of the Disadvantaged: Improving Basic Programs Operated by Local Educational Agencies (LEA)
- Title I, Part D Improving the Academic Achievement of the Disadvantaged: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At Risk
- Title II, Part A Preparing, Training, and Recruiting High Quality Teachers and Principals: Teacher and Principal Training and Recruiting Fund
- Title III, Part A Language Instruction for English Learners and Immigrant Students
- Title IV, Part A Student Support and Academic Enrichment Grants

Background Summary:

Notification to the public is accomplished through this announcement, through postings on the school division's Internet site, and through a media release from the Department of Communication and Community Engagement. Attached for additional information are the anticipated application amounts along with a brief summary of each federal grant program.

Source:

Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95

Budget Impact:

Each grant that is funded will provide revenues for additional resources for schools and the division.

Intent to Apply for Federal Grants for SY 2022-2023

Name	Description	Anticipated Funding Level
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies (LEA)	\$11,304,435
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk	\$142,121
Title II, Part A	Supporting Effective Instruction	\$1,692,578
Title III, Part A	Language Instruction for English Learners and Immigrant Students	\$210,667
Title IV, Part A	Student Support and Academic Enrichment Grants	\$833,060
	Total	\$14,182,861

Title I, Part A – Improving the Academic Achievement of the Disadvantaged: Improving Basic Programs Operated by Local Educational Agencies (LEA)

Title I, Part A, provides supplemental educational services for eligible public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments. Title I of ESEA provides financial assistance to support instructional programs in school divisions and schools with high percentages of low-income students to ensure that all children meet challenging content and achievement standards. Title I also authorizes federal grant programs that provide funds for services to neglected and delinquent and homeless students.

Title I, Part D – Improving the Academic Achievement of the Disadvantaged: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

Title I, Part D, Subpart 2, provides financial assistance to locally operated correctional facilities for educational services to neglected and delinquent children and youth in locally operated correctional facilities and to other at-risk populations to prepare them for secondary school completion, training, employment, and further education.

Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals: Supporting Effective Instruction for Both Public and Private Schools

The purpose of Title II, Part A, is to: (1) increase student academic achievement through strategies such as improving teacher and principal quality, increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students

The purpose of Title III, Part A, is to ensure that students who are English learners (ELs), including immigrant children and youth, develop English language proficiency and meet the same challenging State academic content and academic achievement standards that other children are expected to meet.

Title IV, Part A - Student Support and Academic Enrichment Grants

The purpose of the Title IV, Part A, is to improve students' academic achievement by increasing the capacity of divisions to:

- (1) Provide all students access to a well-rounded education
- (2) Improve school conditions for learning; and
- (3) Improve the use of technology in order to improve the academic achievement and digital access for all students.



Federal Grant Applications 2022-2023

Department of Teaching and Learning
Tuesday, May 10, 2022

Grant Funding

Grant	2019-2020 Funding	2020-2021 Funding	2021-2022 Funding	2022-2023 Projected Funding
Title I, Part A	\$12,461,813	\$11,301,309	\$11,304,435	\$11,304,435
Title I, Part D, Subpart 2	\$237,289	\$264,661	\$142,121	\$142,121
Title II, Part A	\$1,613,718	\$1,520,997	\$1,692,578	\$1,692,578
Title III, Part A	\$142,341	\$183,462	\$210,667	\$210,667
Title IV, Part A	\$905,128	\$939,072	\$833,060	\$833,060
TOTAL	\$15,360,289	\$14,209,501	\$14,182,861	\$14,182,861

Title I, Part A

Improving Basic Programs

Funding: \$11,304,435

- Title I and Pre-K Support Staff
- Literacy Leaders and Mathematics Coaches
- Instructional Administrative Assistants, School Counselors, Behavior Intervention Specialists, and Assistants
- Gifted Resource Teachers, an English as a Second Language (ESL) Teacher, and a Social Worker
- Professional Learning
- Family Engagement
- Instructional supplies and resources
- Tutoring, field trips, and summer programs



Title I, Part D

Prevention and Intervention for Neglected, Delinquent or At-Risk

Funding: \$142,121

- Grant supports educational services for students in delinquent facilities
- Supports transition of students from those facilities and JDC back to VBCPS
- Supports dropout prevention programs



Title II, Part A

Supporting Effective Instruction

Funding: \$1,692,578

- Literacy Leaders
- Mathematics Coaches



Title III, Part A

Language Instruction for English Learners and Immigrant Students

Funding: \$210,667

- English Learner Instructional Specialist
- Professional Learning
- Family Engagement
- Ellevation



Title IV, Part A Student Support and Academic Enrichment Grant

Funding: \$833,060

Future-Ready Students

- AP and IB Assessments for F/RL Recipients
- Summer Camps and Learning Supports for AP, IB and MS Reading Intervention Students
- Instructional Resources, Materials and Professional Learning to support literacy and numeracy
- FEV 24/7 Virtual Tutoring

Integrated Systems of Support

- Learning Opportunities to support students' mental health and physical development
- Graduation Lab Teachers to support on-time graduation
- Instructional Coaches for literacy and numeracy





Federal Grant Applications 2022-2023

Warning.
Enable macros if
indicated

Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Title I, Part A, Improving Basic Programs

Due by: **July 1, 2022**
2022-2023

Select the division name from the dropdown box. The division number will auto populate.

School Division: Va Beach City Public Schools
Division Number: 128

Select the appropriate tab(s) and press the "Print" button.

Print Application	
Check Mark	Tab Name
<input type="checkbox"/> check	Print All Tabs Below
<input type="checkbox"/> check	Budget Check
<input type="checkbox"/> check	Narrative
<input type="checkbox"/> check	Budget
<input type="checkbox"/> check	Transferability
<input type="checkbox"/> check	GEPA
<input type="checkbox"/> check	Program Requirements
<input type="checkbox"/> check	35% and Above Low-Income
<input type="checkbox"/> check	Below 35% Low-Income
<input type="checkbox"/> check	Private School
<input type="checkbox"/> check	School Improvement
<input type="checkbox"/> check	Skipped School Provision
<input type="checkbox"/> check	Neglected
<input type="checkbox"/> check	Homeless
<input type="checkbox"/> check	Early Childhood
<input type="checkbox"/> check	Expenditure Descriptions
<input type="checkbox"/> check	General Assurances
<input type="checkbox"/> check	Program Specific Assurances

Print Reports
Select the tabs to print.
Push this button.

Select the appropriate button to move to the desired section within the application

Application Directory	
Push This Button to go to the Desired Page	
Budget Check	
Cover Page	(Narrative Tab)
Program Overview	(Narrative Tab)
Coordination of Services	(Narrative Tab)
Effective Transitions	(Narrative Tab)
Reduction of Exclusionary Practices	(Narrative Tab)
Measurable Objectives	(Narrative Tab)
Budget	
Detailed Budget Breakdown	(Budget Tab)
Transferability	
Detailed Budget Breakdown	(Transferability Tab)
General Education Provisions Act (GEPA)	
Student Eligibility Criteria	(Program Requirements Tab)
New Schoolwide Schools	(Program Requirements Tab)
Targeted Assistance Programs	(Program Requirements Tab)
Improvement Plan Requirements	(Program Requirements Tab)
Maintenance of Effort	(Program Requirements Tab)
Eligible Attendance Areas	(Program Requirements Tab)
Set-Asides for Divisions	(35% and Above Low-Income)
Set-Asides for Divisions	(Below 35% Low-Income)
Private School	
School Improvement	
Skipped School Provision	
Neglected	
Homeless	
Early Childhood	
Expenditure Descriptions	
General Assurances	
Program Specific Assurances	

Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Title I, Part A, Improving Basic Programs

2022-2023

Autocalculated Budget Check

Note: Only budget errors will display in column D. If column D is blank after the Budget and Transferability tabs have been updated the budgets are balanced.

School Division: Va Beach City Public Schools
Division Number: 128

Budget Tab	
1000	Total Personnel Services
2000	Total Employee Benefits
3000	Total Purchased/Contracted Services
4000	Total Internal Services
5000	Total Other Charges
6000	Total Materials & Supplies
8000	Total Capital Outlay
	Does the Budget Summary Match the Total Allocation?
Detailed Budget Breakdown	
	Does the Detailed Budget Breakdown Match the Total Allocation?

Transferability Tab	
1000	Total Personnel Services
2000	Total Employee Benefits
3000	Total Purchased/Contracted Services
4000	Total Internal Services
5000	Total Other Charges
6000	Total Materials & Supplies
8000	Total Capital Outlay
	Does the Transferability Budget Summary Match the Amount Transferred into Program?
Detailed Budget Breakdown	
	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?



Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

A. COVER PAGE
Title I, Part A, Improving Basic Programs

2022-2023
Individual Program Application

Due by July 01, 2022

Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95

Place an "X" by the applicable response.

☒ Original

Revision:
Revision #
Date:
[Explain](#)
 Amendment:
Amendment #
Date:
[Explain](#)

To be Completed by School Division			
Applicant (Legal Name of Agency):	Division Number:	Title I, Part A, Coordinator:	
Va Beach City Public Schools	128	Laura E. Silverman	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-236-1450	Ext: <input type="text"/>
	Email:		
2512 George Mason Drive, Virginia Beach, VA 23456	Laura.Silverman@vbschools.com		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under ESEA. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

Assurances: The local educational agency assures that Title I, Part A, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under ESEA. Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances included in the application. The assurances and signed cover page are to be retained at the division level and, for the Title I, Part A, application (individual or consolidated form), a scanned PDF of the signed cover page must be emailed to ESSA@doe.virginia.gov.

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on May 24, 2022.

Superintendent's Signature
Aaron C. Spence Ed.D
Superintendent's Name
May 24, 2022
Date

Board Chairperson's Signature
Carolyn T. Rye
Board Chairperson's Name
May 24, 2022
Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2022. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2022, the electronic application must be received at the Virginia Department of Education by July 01, 2022, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

2022-2023 School Division: Va Beach City Public Schools

Page 1
Division Number: 128

Title I, Part A, Improving Basic Programs

APPLICATION INFORMATION

2021-2022	2021-2022	2022-2023
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Allocation	Consolidated Yes or No	ELIGIBLE PROGRAM	Allocation Total
11,304,435.30	No	Title I, Part A, Improving Basic Programs Operated by the LEAs	11,304,435.30
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		Total Allocation	11,304,435.30

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred out of the Title II, Part A, or Title IV, Part A programs, PRIOR APPROVAL IS REQUIRED, and a separate Transferability approval form must be submitted.

[Transfer Request Form](#)

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	0.00

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	0.00

Page 2

2022-2023 School Division: Va Beach City Public Schools

Division Number: 128

Title I, Part A, Improving Basic Programs

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
2.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
3.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
4.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
5.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
6.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
7.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
8.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	

9.	Revision:		Date:		
	Amendment:		Date:		
10.	Revision:		Date:		
	Amendment:		Date:		
11.	Revision:		Date:		
	Amendment:		Date:		
12.	Revision:		Date:		
	Amendment:		Date:		

B. PROGRAM OVERVIEW (3 PAGES)

In narrative format:

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by:

- developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- identifying students who may be at risk for academic failure;
- providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
- identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

- Describe the division's instructional program as supported by the federal grant. Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services offered by the LEA to all students and/or all schools. For Title I, Part A, include delivery model (targeted assistance and/or schoolwide), subject(s) addressed, grade span(s), etc.

In Virginia Beach City Public Schools (VBCPS), the Department of Teaching and Learning provides a comprehensive continuum of rigorous, authentic curricula and assessments while supporting differentiated instruction focused on excellence for all learners. The VBCPS curriculum is aligned to the Virginia Standards of Learning (SOL) in order to meet annual measurable objectives in English, mathematics, science and history. The Title I, Part A program is designed to provide additional support for students in pre-kindergarten through eighth grade. Multiple data points are used to help develop an understanding of the individual needs of students, classes, teachers, and schools. Title I, Part A funds will support the schoolwide model in seventeen schools in 2022-2023. The overarching focus of the seventeen schools will be literacy and mathematics; however, schools may utilize school Title I funds to support STEM, science, history, art and music when noted as a part of their VBCPS Plan for Continuous Improvement and Title I, Part A, Schoolwide Plan. Schools may also select to enhance the curriculum by providing opportunities for students to build their citizenship and social emotional learning skills.

Title I schools were identified using low-income data and grade spans PK/K-5, 6, and 7-8. Title I, Part A funds are used to supplement the VBCPS instructional program. The Title I team supplements the curricular and instructional work of the division and, as integral members of the Department of Teaching and Learning, work closely with the coordinators and instructional specialists to ensure alignment with the VBCPS objectives and to provide support to supplement student achievement. Data collected from the Phonological Awareness Literacy Screening (PALS), Reading Inventory (RI), SOLs, schoolwide and division assessments, classroom observations/learning walks and school support meetings are used to identify needs (ex. professional development, instructional resources/staffing, supports, and interventions) that will be funded by the Title I, Part A grant. Schools will specifically identify needs and how they will use their school funds as outlined in their Title I Schoolwide Plans. Student and school data is collected and analyzed by school leadership teams in collaboration with division and Title I staff to identify needs, goals/strategies for improvement, budget implications, and evaluation methods to measure effectiveness and growth. Division Title I, Part A funds may be used to support division Title I programs based on needs identified, such as Title I Summer Learning Camp instructional programs, tutoring programs, collaboration with neglected facilities and homeless liaisons, etc.

B. PROGRAM OVERVIEW (CONTINUED)

- | | |
|----|---|
| 2. | Provide information about the needs assessment process, including a brief analysis of student achievement data and other data sources reviewed. |
|----|---|

The source for low income data in this application is the March 2020 Free and Reduced Lunch Report obtained from our division's Food Services office as well as the June 1, 2020 Report of LEAs and Schools Eligible and Near Eligible to Participate in CEP available from VDOE. This data best represents our current population of students and was chosen based on guidance provided in a waiver by USED released on January 12, 2022. The Title I team collaborates with the Department of Planning, Innovation and Accountability to receive and review division wide data for Title I schools. The data points for each school are used to determine patterns of growth and areas of need. The SOL scores and data analysis of the Student Performance by Question provide valuable information as the Title I team works with schools to develop a Plan for Continuous Improvement (PCI) and Title I Schoolwide Plan. The PCI and Title I schoolwide plan outline the needs of students and the goals and strategies included in the documents become the driving force for schools to plan their Title I budget. Data collected from the PALS, RI, SOLs, schoolwide and division assessments, student report cards, classroom observations, stakeholder input, discipline and attendance data and school support meetings are used to identify professional development, resources and interventions that will be funded by the Title I, Part A, grant. The different data points are collected for each school and included in component 1 (needs assessment) of the schoolwide plans. In addition, during the 2021-2022 school year, the VBCPS Department of School Leadership held school support meetings for all schools in the division. During these meetings, school administrators shared schoolwide data along with areas of strengths and weaknesses to further determine schools' needs. Discussions also included a review of the data collected from classroom learning walks. The Title I team participated in these meetings to review and analyze data as well as to discuss the effectiveness of Title I budget implications and make plans for future ways to use funds in a meaningful way.

- | | |
|----|--|
| 3. | Describe the evidence-based activities that will be implemented for each subject addressed, and how these activities address deficiencies noted in the needs assessment. |
|----|--|

(1) Reading: Small group instruction includes targeted assessments, data analysis to identify specific strategies for student needs and guided writing. Instruction focuses on the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension using strategic actions. The Science of reading is the core philosophy which guides teaching and learning. Literacy workstations are implemented to provide students with authentic learning tasks. Imagine Learning instructional software is available for supplemental use as an additional digital program on top of individualized language and literacy instruction. The software focuses on oral language, academic vocabulary, and instruction in the five essential components of reading. (2) Mathematics: Small group math instruction provides teachers with a format that is flexible in order to meet the diverse needs of their students. This format focuses on conceptual understanding, problem solving ability and computational fluency. Mathematics workstations are implemented to provide students with authentic and meaningful tasks to engage with problem solving and computational practice. The use of manipulatives and the Concrete, Representational, and Abstract (CRA) model help to anchor effective practices of math instruction and learning. (3) Instructional coaching is implemented to build teacher capacity in the areas of literacy and mathematics with pre-conferencing, co-planning, co-teaching, modeling, data analysis and post-conferencing. The focus for each teacher is differentiated based on professional growth areas and student needs.

B. PROGRAM OVERVIEW (CONTINUED)

4. For Title I, Part A, explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school. Please also include all PFE related expenses, including: personnel, activities, stipends etc.

Each Title I school selects a staff member to act as a family engagement (FE) liaison, who coordinates the school FE events and receives training with a focus on engaging families. Two parents from each school serve on the Title I family review committee. The Title I family review committee meets regularly with the division Title I team to review the upcoming application and Division FE plan and provide input. Administrators work with the FE liaison, School Planning Council (to include families), and teachers to develop a school FE plan and budget. The plan is made available both in hard copy and on the school's website for all families to view. All FE events must focus on providing parents with the knowledge/resources to support their child at home in areas identified as a need in the Title I schoolwide plan. Teachers are also provided with strategies for collaborating with families. Translation and interpretation services are made available to families who speak different languages to enhance inclusivity and participation. Family engagement supports also include the Title I Build a Home Library program. Families receive books throughout the year. This includes but is not limited to pre-kindergarten and kindergarten readiness packs, quarterly books sent with report cards, summer reading packs, etc. Families are provided with activities and meaningful questions to support literacy when reading these books. Also, they receive strategies/tips by being invited to attend family engagement events throughout the year focused on building the skills in different areas (literacy, mathematics, science, social studies, social emotional skills, transitions, STEM, etc.). Manipulatives and other instructional materials are also provided to families to enhance learning opportunities in the home environment.

C. COORDINATION OF SERVICES

Describe the partnerships within the division among the programs in this application and other federal, state, and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

The VBCPS Title I team works strategically with various departments/offices to provide an effective Title I program in eligible elementary and middle schools. The Title I team is assigned to the Department of Teaching and Learning and works in partnership with stakeholders to ensure supplemental services are aligned with federal, state, and local expectations to support Title I schools. The Title I director, coordinator, instructional specialists, and resource teachers work with colleagues to provide meaningful professional development and instructional support including multiple forms of coaching. The Title I team collaborates with various division departments and offices, including, but not limited to, the Department of School Leadership, Technology, Human Resources, Budget and Finance, Communication and Community Engagement, Student Support Services, Transportation and the Office of Programs for Exceptional Children, to provide strategic support to the Title I schools. Title I staff work with the division's homeless liaison to provide supplemental support through funding a social worker, tutoring, transportation, and supplies. Also, the Title I staff work with the Title III office to ensure cohesive alignment and supports are offered to English Language Learners and their families in Title I schools.

The Title I Saplings program is a collaboration between Title I and the Gifted Services coordinators and instructional specialists and provides students opportunities to explore outside the classroom with trips to local places (such as but not limited to the Chrysler Museum). To ensure smooth entry into kindergarten, the school division has procedures in place for preschool children to transition from early childhood programs. The Title I/PreK team works collaboratively with the GrowSmart team and also work with the Virginia Preschool Initiative. The Title I director works with VBCPS staff and other community members, ranging from local preschool directors to military support personnel,

who provide educational suggestions and support for preschool readiness, family engagement and instructional alignment. Title I, Part A also supports a Reading Bus for children ages two to five and their parents to participate in engaging and interactive early literacy activities. VBCPS's Title I office has a Memorandum of Agreement (MOA) with Virginia Beach City's Headstart program to outline the planned and agreed upon coordination and collaboration between early childhood programs.

D. EFFECTIVE TRANSITIONS

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

- a. through coordination with institutions of higher education, employers, and other local partners; and
- b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

VBCPS facilitates effective transitions for students from middle grades to high school and from high school to postsecondary education through comprehensive school counseling programs at all secondary schools which afford students the opportunity to complete career interest inventories along with academic and career plans and career/coursework advisement. Additionally, the school division conducts programs designed to address transitions and coordinates efforts with local business owners, institutions of higher education, and local organizations. Furthermore, VBCPS works intentionally to increase student access to Advanced Placement, International Baccalaureate, dual and concurrent enrollment, as well as technical and career education coursework. VBCPS also uses the National Math Science Initiative (NMSI) college readiness program. NMSI is a grant awarded to VBCPS to raise the academic bar in Math, Science, and English in high schools through teacher training, student tutoring, and advanced placement exam cost assistance. The program's goal is to increase access and success in rigorous coursework to support college and career readiness. We currently have three NMSI schools. VBCPS also collaborates with Equal Opportunity Schools (EOS) to work with six high schools to ensure students of all backgrounds have access to academically intense high school programs and to ensure that all students have opportunities to succeed at the highest levels.

E. REDUCTION OF EXCLUSIONARY DISCIPLINE PRACTICES

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

In support of our division's strategic plan, VBCPS provides multi-tiered systems of supports for students to reduce the discipline practices that remove students from the classroom. Staff are trained on proactive approaches to teach expected behaviors and conflict remediation. Disaggregated discipline data is reviewed by central office staff, administrators, and school leadership teams to identify trends and develop actionable responses. In addition, staff from the Office of Student Support Services are assigned to each school to support in the process. They collaborate with a school team selected by administration to implement proactive strategies to meet the needs of all learners and strategically identify areas of need and actionable steps.

F. MEASURABLE OBJECTIVES

What is a Measurable Objective?

A measurable objective has four components:

- 1) **Subject** (Who is the target or focus?);
- 2) **Behavior** (What will be changed/improved?);
- 3) **Specific criteria for assessing** improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
- 4) **Time period** for performance or assessment.
 1. State up to ten measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
 2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Measurable Objective 1:

The family engagement participation average at schoolwide events will increase by ten percent from the previous school year's participation average during the 2022-2023 school year following implementation of division and school initiatives. The attendance sign in sheets at each family engagement will serve as the documentation to measure if schools have attained measurable objective 1.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

A) Division-level professional development for school staff will be provided by the Title I team. B) Each Title I school will identify a family engagement liaison. C) Title I schools will develop, implement, and monitor a schoolwide family engagement plan. D) Family engagement policies will be co-written by parents and teachers at each Title I school. E) Title I schools will hold an annual Title I meeting with parents to share information about programs and receive input. F) Title I schools will identify two parents for the Title I family review committee. Throughout the school year, the Title I family review committee will meet to review resources and supports available to students and/or families as well as to facilitate a discussion of the current and future federal programming and spending. G) Family engagement events at each school will focus on providing instructional knowledge and resources to parents related to the needs of students as outlined in schoolwide plans. H) Schools will analyze their attendance data for each event and make note of lessons learned and next steps. I) At-home reading materials to support the Build a Home Library initiative will be provided to all families with tips for reading at home. J) Additional instructional supplies will be provided to students to use with their families in the home setting to continue learning.

Measurable Objective 2:

85% or higher of Title I students in grades K-2 will meet the grade level summed score benchmark on the PALS assessment by June 2023. 85% or higher of Title I students in grades 3-5 will meet or exceed grade level expectations on the Reading Inventory (RI) by June 2023.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Different data points reveal a need in the area of classroom Tier I instruction. In addition, Tier II and III instruction is required for specific students. A) Title I reading teachers will support classroom teachers through the instructional coaching model. The instructional coaching model will include pre-conferencing, co-teaching or modeling and post-conferencing. B) Title I reading teachers will work with students in small groups to provide focused remediation instruction for Tier II and III students. C) Trained tutors will provide support for Tier II and III students using student data to drive instruction. D) Relevant professional development to support literacy instruction will be provided through the coaching model and professional conferences/workshops in and outside of the division (including but not limited to the Science of Reading and LETRS training). E) The Imagine Learning computer-based program will be used in grades kindergarten through third to provide supplemental support. F) Professional development and coaching will be provided for Title I reading teachers by the Department of Teaching and Learning curriculum team and Title I team. G) Title I reading teachers, specialists, and teachers will use diagnostic, formative, and summative assessments to identify student strengths and weaknesses and plan data-driven small group instruction to include phonics and phonemic awareness.

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

By June of 2023, 80% or higher of Title I students in grades kindergarten through fifth grades will earn a Proficient or Advanced Proficient grade in the "number sense" strand of the fourth quarter student report card.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

A) Title I mathematics specialists/coaches will support classroom teachers through the instructional coaching model. B) The instructional coaching model will include pre-conferencing, co-teaching or modeling and post-conferencing. C) Title I mathematics specialists/coaches will work with students in small groups to provide focused remediation instruction. D) Trained tutors will provide support for Tier II and III students using student data to inform instruction. E) Relevant professional development to support mathematics instruction will be provided through coaching and professional conferences in and outside of the division. F) Professional development will be provided for Title I mathematics specialists/coaches through monthly planning sessions, division coordinators and instructional specialists and professional consultants. G) The Guided Math model will be used to target student needs during mathematics instruction. H) Multiple methods of instruction will be used to enhance number sense (i.e. number talks, exemplars, math congress, 3-act-tasks, etc.). I) The Imagine Learning Math Facts computer-based program will be used in grades third through eighth as an additional resource to support computational fluency.

Measurable Objective 4:

By June of 2023, 85% or higher of Title I students in grades kindergarten through fifth grades will earn a Proficient or Advanced Proficient grade on the "citizenship" strand of the fourth quarter student report card.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

A) Additional school counselors and behavior interventionists/TAs will provide support for Tier II and III students using student data to address social emotional learning (SEL) needs. B) Relevant professional development to instructional staff through collaboration with the Office of Student Supports, professional conferences in and outside of the division, and book studies related to best practices. C) Multiple methods of instruction will be used by staff to model and teach effective strategies related to SEL and positive citizenship skills (i.e. flexible seating, learning environments dedicated to SEL, materials/resources to teach skills, etc.).

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

By June of 2023, 100% of Pre-K students will meet or exceed the Spring PALS benchmark for uppercase alphabet and lowercase alphabet recognition.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

A) Pre-K resource teachers will support classroom teachers through the instructional coaching model. The instructional coaching model will include pre-conferencing, co-teaching or modeling and post-conferencing. B) Pre-K teachers will work with students in small groups to provide focused differentiated instruction for all students. C) Relevant professional development to support literacy instruction will be provided through the coaching model and professional conferences/workshops in and outside of the division (including but not limited to the Science of Reading, PALS, and LETRS training). D) The digital program, Smarty Ants, will be used by all Pre-K students to support their literacy instruction. E) Professional development and coaching will be provided for Pre-K teachers and assistants by the Title I/Pre-K team on the subject of using PALS data and resources to drive instruction to meet the individual needs of all students. F) Pre-K teachers will use diagnostic, formative, and summative assessments to identify student strengths and weaknesses and plan data-driven small group instruction to include letter recognition. G) Regular curriculum updates and supports will be provided by the Pre-K instructional specialist to build teacher capacity to meet all students' needs. H) Pre-K teachers and assistants will be trained on the use of important instructional resources to build letter recognition.

Measurable Objective 6:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 8:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 9:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 10:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

G. BUDGET SUMMARY

(Projected dollar amount of Title I, Part A, funds required for administration and implementation of this program. Enter the budget in the unlocked cells.)

		Title I, Part A Budget for 2022-2023 Award: S010A220046 Project Code: APE42901	
		Allocation:	11,304,435.30
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside	4,149,294.03	
	Set-Aside	2,923,631.58	
	Parent and Family Engagement Set-Aside	76,106.35	
	Private School Set-Aside		
	Total Personal Services	7,149,031.96	Yes
2000 - Employee Benefits	Non Set-Aside	1,041,848.35	
	Set-Aside	1,741,042.99	
	Parent and Family Engagement Set-Aside	21,323.56	
	Private School Set-Aside		
	Total Employee Benefits	2,804,214.90	Yes
3000 - Purchased/Contracted Services	Non Set-Aside	72,419.00	
	Set-Aside	462,200.00	
	Parent and Family Engagement Set-Aside	19,701.08	
	Private School Set-Aside		
	Total Purchased/Contracted Services	554,320.08	Yes
4000 - Internal Services	Non Set-Aside	0.00	
	Set-Aside	11,400.00	
	Parent and Family Engagement Set-Aside	350.00	
	Private School Set-Aside		
	Total Internal Services	11,750.00	Yes
5000 - Other Charges	Non Set-Aside	10,000.00	
	Set-Aside	261,589.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside		
	Total Other Charges	271,589.00	Yes
6000 - Materials and Supplies	Non Set-Aside	225,539.27	
	Set-Aside	98,850.00	
	Parent and Family Engagement Set-Aside	195,140.09	
	Private School Set-Aside		
	Total Materials and Supplies	513,529.36	Yes
8000 - Capital Outlay	Non Set-Aside		
	Set-Aside		
	Parent and Family Engagement Set-Aside		
	Private School Set-Aside		
	Total Capital Outlay	0.00	Yes
TOTAL BUDGET		11,304,435.30	
TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE		312,621.08	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference 0.00

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H. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

Does the Detailed Budget Breakdown Match the Total Allocation?

Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. Please include any teachers or paraprofessionals paid for using prior year (2021-2022) funds in your narrative and indicate how much prior year funding is being used for those positions.

Required if staff positions are to be funded by federal funds.

Title I, Part A funds will be used to support division and school allocations. Division allocations include the Title I director and 4 specialists/coordinator who oversee the Title I program, an office associate, a social worker for homeless support, Title I Resource teacher, Pre-K instructional specialist, Pre-K resource teachers, Pre-K family engagement specialists, a Pre-K office associate, behavior intervention teachers & assistants, an ESL teacher, & a data analyst. Additional positions include tutors/interventionists to support tier II/III & homeless students, Reading Bus staff (support children ages 2-5), & a clerical support person. Title I, Part A funds provide stipends for FE liaisons, Title I grade chairs, & summer program coordinators; bus drivers for field trips, tutoring, summer programs & homeless; workshop pay for professional learning (PL) outside the school day, including STEM and Summer Learning Camp programs; staff for summer programs, including teachers, counselors, teacher assistants, custodians and nurses; substitutes for teachers out for PL; additional resource staff (literacy, math, instructional administrative assistants, ESL teachers, GRTs, counselors, behavior interventionists, etc. Title I, Part A, also funds Title I teachers' sick/personal leave.

Types of Staff Positions Administrative, Teacher, Paraprofessional, Reading Specialist, Home School Coordinator, Other	Measurable Objective	Set Aside Category	FTEs	Total Cost
Director, 4 Specialists/Coordinator, Associate, Analyst	all	Division	7.00	575,648.57
Interventionists	2,3	Division		5,000.00
Workshop Pay: Saplings Program and Staff Training	all	Division		10,000.00
3 Behavior Teachers	4	Division	3.00	172,575.81
School-based counselor salary differential	4	Salary Differential		64,606.33
Summer Learning Camp (tchrs/assistants/stipends/nurses/custodians)	2,3,4,5	Division		247,894.58
Bus Drivers: division field trips, tutoring, and summer programs	2,3,4,5	Division		20,000.00
Substitutes: division Professional Learning and FTE sick and personal	all	Division		23,500.00
School-based Specialist/Teachers Salary Differential	2,3	Salary Differential		832,579.19
(PI) 2 FE Specialists, 1 Pre-K Instructional Specialist, 1 PreK Behavior Teacher	1,4,5	Early Childhood	4.00	299,365.04
4 Pre-K Resource Teachers	1,4,5	Early Childhood	4.00	306,124.56
3 Pre-K Behavior Teacher Assistants	4	Early Childhood	3.00	60,974.01
1 Title I Resource Teacher, 1 ESL Teacher	1,2,3,4	Division	2.00	124,107.30
1 Office Associate	1,5	Early Childhood	1.00	43,951.86
School-based Instructional Admin Assistants Differential	1,2,3,4	Salary Differential		56,639.02
School-based Teacher Assistant Salary Differential	2,3,4	Salary Differential		14,653.72
Homeless Liaison, Tutors, Bus		Homeless	1.00	66,011.59
(PI) Reading Bus and clerical support	1,2,5	PFE (Division)		55,706.35
(School) Instructional Admin Assistants	1,2,3,4		4.00	198,944.00
(School) 8 Teacher Assistants	2,3,4		8.00	158,144.00
(School) School-based Specialists/Teachers	2,3		60.40	3,004,054.40
(School) School-based Counselors - 8 ES, 1 MS	4		9.00	447,624.00
(School) Workshops, Tutors	2,3,4			290,127.63
(School) Substitutes: Professional Learning	2,3,4			30,000.00
(School) Stipends: Title I Chair	2,3,4			20,400.00
(School) (PI) Stipends: Family Engagement Liaison	1,2,3,4	PFE (School Level)		20,400.00
Total for Object Code:			106.40	7,149,031.96

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

FICA 7.65%; VRS 16.62% ; RHIC 1.21%; HEALTH Rates fluctuate based on employee benefit elections LIFE 1.19%

[illegible]

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

[illegible]

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

[illegible]

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

[illegible]

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

[illegible]

I. TRANSFERABILITY

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A220044 Project Coe APE61481	Title IV, Part A, Transferability Award S424A220048 Project Code APE60019	
		0.00	0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside			
	Set-Aside			
	Parent and Family Engagement Set-Aside			
	Private School Set-Aside			
	Total Personnel Services	0.00	0.00	Yes
2000 - Employee Benefits	Non Set-Aside			
	Set-Aside			
	Parent and Family Engagement Set-Aside			
	Private School Set-Aside			
	Total Employee Benefits	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Non Set-Aside			
	Set-Aside			
	Parent and Family Engagement Set-Aside			
	Private School Set-Aside			
	Total Purchased/Contracted Services	0.00	0.00	Yes
4000 - Internal Services	Non Set-Aside			
	Set-Aside			
	Parent and Family Engagement Set-Aside			
	Private School Set-Aside			
	Total Internal Services	0.00	0.00	Yes
5000 - Other Charges	Non Set-Aside			
	Set-Aside			
	Parent and Family Engagement Set-Aside			
	Private School Set-Aside			
	Total Other Charges	0.00	0.00	Yes
6000 - Materials and Supplies	Non Set-Aside			
	Set-Aside			
	Parent and Family Engagement Set-Aside			
	Private School Set-Aside			
	Total Materials and Supplies	0.00	0.00	Yes
8000 - Capital Outlay	Non Set-Aside			
	Set-Aside			
	Parent and Family Engagement Set-Aside			
	Private School Set-Aside			
	Total Capital Outlay	0.00	0.00	Yes
TOTAL BUDGET		0.00	0.00	
TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE		0.00	0.00	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Difference	0.00

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J. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Choose the appropriate category for each expense in the dropdown list under "Funding Source."

Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation? ☒ Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. Please include any teachers or paraprofessionals paid for using prior year (2021-2022) funds in your narrative and indicate how much prior year funding is being used for those positions. **Required if staff positions are to be funded by federal funds.**

[illegible]

[illegible]

[illegible]

[illegible]

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

[illegible]

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

[illegible]

[illegible]

K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Virginia Beach City Public Schools (VBCPS) is strongly committed to equal access and participation for all students, families, and employees. The division's policy of non-discrimination provides equal access to courses, programs, services, and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in other languages or formats, as needed, to meet the needs of those served by the grant as well as will offer interpreters as needed. VBCPS continues to work to hire a diverse workforce to meet the needs of all students. The division will encourage involvement of diverse stakeholders, representative of the programs served, in the planning and implementation of programs funded by the grant. During the recruitment process for staff, the Department of Human Resources works with administrators to ensure properly licensed, endorsed, and experienced applicants are interviewed and considered for hire. Human Resource staff members work closely with universities to recruit diverse applicants for employment with VBCPS. The Title I staff ensures equitable access for all Title I students to the programs funded through the Title I, Part A grant. Family engagement sessions are held to provide parents information on various division opportunities and steps needed to participate in programs in the school division.

L. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS

Describe the eligibility criteria **by subject area** that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from Early Childhood through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [ESEA, Title I, Part A, Section 1115]

Virginia Beach City Public Schools does not have any targeted assistance schools.

M. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2022-2023

Plans for any new schoolwide programs must be submitted in advance of the application. Contact your Title I specialist in the Office of ESEA Programs for due date and additional information. For those schools that are already schoolwide, remember that you must do an annual review including a need assessment. Funds should be targeted in accordance with the academic needs of the students.

Name of School(s) Implementing New Schoolwide Programs for 2022-2023:

Virginia Beach City Public Schools does not have any new schoolwide programs for 2022-2023.

Name of school below 40% poverty for which the division applied for a schoolwide waiver:

Virginia Beach City Public Schools did not apply for a schoolwide waiver.

Was the waiver granted by the SEA?

Yes

No

N. TARGETED ASSISTANCE PROGRAMS

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. ***Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 8-11 for Targeted Assistance Program.***

Please include staff FTE and percentage qualified for 2022-2023 school year.		
Staff Category	Staff FTE 2022-2023	Percentage Qualified 2022-2023
Teachers		
Paraprofessionals		
Other Paraprofessionals (paraprofessionals that do not provide instructional support such as parental involvement, computer assistance)		
Clerical support staff		
Administrators (nonclerical)		

O. SCHOOLWIDE PROGRAMS

Provide the number of FTE paraprofessionals who serve in schoolwide program schools and the percentage of these paraprofessionals who are qualified in accordance with Section 1119 (c) and (d) of ESEA. This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.

	Paraprofessionals FTE 2022-2023	Percentage Qualified 2022-2023
Paraprofessionals	264.5	100%

P. RECRUITMENT AND RETENTION OF PROPERLY LICENSED AND ENDORSED TEACHERS

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Virginia Beach City Public Schools does not hire out-of-field teachers.

In some instances, the division provides financial incentives for new teacher hires in critical shortage areas in schools in need of support. This allows the division to attract effective and experienced teacher candidates. Special staffing considerations and allowances are given to principals at these schools. The division also provides robust mentorship and professional development programs for teachers.

Teachers and administrators work collaboratively using the teacher evaluation system to address needs for improvement and performance concerns. The division provides a wide range of resources to support teacher growth and development and to address ineffective practices. The Department of Teaching and Learning and Office of Professional Growth and Innovation play vital roles.

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2022-2023

School Division: Va Beach City Public Schools

Division Number: 128

Title I, Part A, Improving Basic Programs

Q. IMPROVEMENT PLAN REQUIREMENTS

☒

The LEA understands that schools designated as comprehensive support and targeted support and improvement schools will be required to use an improvement planning tool as determined by the Office of School Quality.

R. TITLE I, PART A, MAINTENANCE OF EFFORT

Average Per Pupil Expenditure from Non-Federal Funds:

(A) For FY Ending June 30, 2020 \$11,538.00

(B) For FY Ending June 30, 2021 \$12,000.00

S. TITLE I, PART A, ELIGIBLE ATTENDANCE AREAS

SOURCES OF DATA FOR DETERMINING UNDUPLICATED NUMBER OF CHILDREN, AGES 5-17, FROM LOW-INCOME FAMILIES (Indicate ALL Sources with an "X")

☒

Free/Reduced Lunch/Household Applications

☐

Temporary Assistance for Needy Families (TANF)

ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")

Rank by:

☒

Grade-Span Ranking - select the Grade Span(s) you are serving below

Grade Span(s) Served:

First Grade Span

PK - 05

Second Grade Span, if applicable

06 - 08

PRIVATE SCHOOL MEMBERSHIP

Is your school division in the Bypass for Private Schools?

If your division is in the Bypass, do not enter the private school membership numbers.

If your school division is not in the bypass for private schools, does the division maintain documented efforts to obtain private school membership and the signed affirmation of consultation with private school officials?

☐ Yes

☐ No

☐ No Private Schools

☒
☐
☐

CEP

Children Eligible for Medicaid

Most Recent U. S. Census Bureau Information

☐

Rank Order

☐

Division Average

ELIGIBLE ATTENDANCE AREAS (Indicate requested information in columns.)
After completing the ELIGIBLE ATTENDANCE AREAS section, continue to the bottom of the sheet.

Do Not Copy & Paste Information into this Section

Name of Public School	Grade Span of School	Total Number of Children Residing in Attendance Areas							
		Total School Membership	Low-Income Private School Membership	Low-Income Public School Membership	Total Low Income	CEP School ¹ (Yes/No)	CEP Multiplier Applied ² (Yes/No)	Low-Income Count used to Allocate Title I Funds	Percentage of Low Income
1	2	3	4	5	6	7	8	9	10
Seatack Elementary an Achievable Dream Academy	KG-05	435		297	297	Yes	Yes	435	100.0%
Newtown Elementary	02-03	442		276	276	Yes	Yes	442	99.9%
Parkway Elementary	PK-05	454		281	281	Yes	Yes	450	99.0%
Diamond Springs Elementary	PK-05	584		349	349	Yes	Yes	558	95.6%
College Park Elementary	PK-05	517		291	291	Yes	Yes	466	90.0%
Williams Elementary	04-05	489		269	269	Yes	Yes	430	88.0%
Bayside 6th Grade Campus	06-06	411		222	222	Yes	Yes	355	86.4%
Bayside Middle	07-08	734		386	386	Yes	Yes	618	84.0%
Lynnhaven Elementary	PK-05	425		218	218	Yes	Yes	349	82.0%
Holland Elementary	PK-05	564		280	280	Yes	Yes	448	79.4%
Rosemont Elementary	PK-05	424		202	202	Yes	Yes	323	76.2%
Point O' View Elementary	KG-05	756		348	348	Yes	Yes	557	73.7%
Birdneck Elementary	PK-05	655		461	461			461	70.0%
Luxford Elementary	PK-05	516		222	222	Yes	Yes	355	68.8%
Bayside Elementary	PK-05	554		238	238	Yes	Yes	381	68.7%
Green Run Elementary	KG-05	385		258	258			258	67.0%
Brookwood Elementary	KG-05	575		357	357			357	62.0%
Green Run High	09-12	1275		783	783			783	61.0%
White Oaks Elementary	PK-05	627		379	379			379	60.0%
Windsor Oaks Elementary	KG-05	555		327	327			327	58.9%
Larkspur Middle	06-08	1609		945	945			945	58.7%
Pembroke Elementary	KG-05	545		313	313			313	57.4%
Bayside High	09-12	1780		1020	1,020			1,020	57.3%
Thalia Elementary	KG-05	562		303	303			303	53.9%
Arrowhead Elementary	PK-05	551		293	293			293	53.2%
Windsor Woods Elementary	PK-05	460		243	243			243	52.0%
Kempsville Meadows Elementary	PK-05	503		253	253			253	50.3%
W. T. Cooke Elementary	PK-05	534		264	264			264	49.4%
Corporate Landing Elementary	KG-05	501		245	245			245	48.9%
Corporate Landing Middle	06-08	1169		567	567			567	48.5%
Plaza Middle	06-08	1022		495	495			495	48.0%
Lynnhaven Middle	06-08	958		463	463			463	48.0%
Brandon Middle	06-08	1171		556	556			556	47.5%
King's Grant Elementary	KG-05	573		270	270			270	47.1%
Mahbu Elementary	PK-05	378		178	178			178	47.1%
Pembroke Meadows Elementary	PK-05	539		250	250			250	46.4%
Green Run Collegiate	09-12	359		166	166			166	46.2%
Woodstock Elementary	KG-05	708		323	323			323	45.6%
Tallwood Elementary	KG-05	632		287	287			287	45.4%
Independence Middle	06-08	1280		581	581			581	45.4%
Shelton Park Elementary	PK-05	438		193	193			193	44.0%
Alanton Elementary	KG-05	664		292	292			292	44.0%
Virginia Beach Middle	06-08	753		330	330			330	43.0%
Hermitage Elementary	KG-05	607		266	266			266	43.0%
Indian Lakes Elementary	KG-05	617		267	267			267	43.0%
Tallwood High	09-12	1873		799	799			799	42.7%
Landstown Elementary	KG-05	861		365	365			365	42.4%
Lankhorn Park Elementary	PK-05	579		244	244			244	42.0%
Salem Elementary	PK-05	505		210	210			210	41.6%
Landstown Middle	06-08	1419		584	584			584	41.0%
Kempsville High	09-12	1724		706	706			706	41.0%
Glenwood Elementary	PK-05	1027		418	418			418	40.7%
Providence Elementary	PK-05	599		234	234			234	39.1%
Fairfield Elementary	KG-05	576		220	220			220	38.0%
Kempsville Middle	06-08	767		292	292			292	38.0%
Salem Middle	06-08	1098		416	416			416	37.9%
Kempsville Elementary	PK-05	492		182	182			182	37.0%
Landstown High	09-12	2179		797	797			797	36.6%
Salem High	09-12	1711		625	625			625	36.5%
First Colonial High	09-12	1773		602	602			602	34.0%
Ocean Lakes Elementary	PK-05	610		204	204			204	33.4%
Christopher Farms Elementary	PK-05	690		224	224			224	32.5%
Princess Anne High	09-12	1750		560	560			560	32.0%
Great Neck Middle	06-08	1094		341	341			341	31.0%
Rosemont Forest Elementary	KG-05	528		162	162			162	30.7%
Ocean Lakes High	09-12	1992		588	588			588	29.5%
Centerville Elementary	KG-05	726		206	206			206	28.4%
Trantwood Elementary	PK-05	528		136	136			136	25.8%
Creeds Elementary	KG-05	324		82	82			82	25.3%
Frank W. Cox High	09-12	1721		428	428			428	24.9%
New Castle Elementary	KG-05	799		191	191			191	23.9%
Thoroughgood Elementary	KG-05	674		130	130			130	19.3%
Strawbridge Elementary	KG-05	681		131	131			131	19.2%
John B. Dev Elementary	KG-05	788		149	149			149	18.9%
Three Oaks Elementary	PK-05	718		111	111			111	15.5%
Princess Anne Middle	06-08	1387		210	210			210	15.1%
Red Mill Elementary	KG-05	650		93	93			93	14.3%
North Landing Elementary	KG-05	465		66	66			66	14.2%
Floyd Kellam High	09-12	1950		252	252			252	12.9%

¹For more information on the Community Eligibility Provision (CEP), refer to the Eligible Attendance Areas section of the Application Guidelines, Instructions, and Assurances.

[illegible]

2022-2023	School Division	Va Beach City Public Schools	Division Number	128	Title I, Part A, Improving Basic Programs	
T. REQUIRED AND ALLOWABLE SET-ASIDES FOR DIVISIONS OPERATING TITLE I, PART A, BASIC PROGRAMS						
DIVISION LEVEL: IMPROVEMENT ACTIVITIES					A	B
Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement or targeted support and improvement activities for the purposes of attracting and retaining qualified and effective teachers.						
						565,224.77
Indicate amount of set-aside for each category, if applicable:						
	Set-Aside for Teacher Incentives and Rewards Comprehensive				0.00	
	Set-Aside for Teacher Incentives and Rewards Targeted				0.00	
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement				0.00	
	DIVISION LEVEL: PROGRAM ADMINISTRATION					
	(1000) Personal Services				1,178,726.26	
	(1000) Personal Services - Salary Differential				968,478.26	
	(2000) Employee Benefits				347,043.18	
	(2000) Employee Benefits - Differential				1,091,632.57	
	(3000) Purchased/Contracted Services				452,000.00	
	(4000) Internal Services				10,000.00	
	(5000) Other Charges				243,589.00	
	(6000) Materials and Supplies				86,000.00	
	(8000) Capital Outlay				0.00	
Initiatives						
					1,029,836.06	
	Additional Private School Funds				0.00	
Parent and Family Engagement (Required if allocation is \$500,000 or more)						
	Amount of school division allocation ESEA funds (from Page 2):				11,304,435.30	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)				113,044.35	113,044.35
	Additional Parent and Family Engagement Funds				209,320.56	
	Has the required parent and family engagement set aside been met?				Yes	
Homeless (as necessary based on needs identified on homeless tab, question 2)						82,008.24
Foster Care (as necessary)						0.00
Neglected/Delinquent (as necessary)						2,000.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)						5,813,678.48

						Balance to Reallocate		0.00	
Yes	KG0005	No	Yes	5.00					
	02 - 03	No	Yes	4.50	1.00				
	PK - 05	No	Yes	4.50	1.00				
	PK0001	No	Yes	6.40					
	PK - 05	No	Yes	4.50					
	04 - 05	No	Yes	4.50	1.00				
	06 - 06	No	Yes	3.00	1.00				
	07 - 08	No	Yes	5.00	1.00				
	PK - 05	No	Yes	4.00					
	PK - 05	No	Yes	4.50	1.00				
	PK - 05	No	Yes	3.00	1.00				
	KG0005	No	Yes	4.50	1.00				
	PK - 05	No	Yes	5.50					
	PK - 05	No	Yes	4.00					
	PK - 05	No	Yes	4.00					
	KG0005	No	Yes	2.50					
	KG0005	No	Yes	4.00					
	09 - 12								
	PK - 05								

0.00	Title I Part A
0.00	Individual Application

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U. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title I, Part A. (ESEA Section 1117(a) and Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools which students residing within the Title I attendance zone attend?

☐

Yes (If yes, complete the remainder of this page.)

☐

No (If no, it is not necessary to complete the rest of this page.)

☒

No (If division participated in the bypass)

2. Place an "X" in the appropriate block(s) to indicate how private schools were notified of the availability of equitable services funded by Title I, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐

Regular Mail

☐

Certified Mail

☐

Telephone Calls

☐

Meetings

☐

Visits to the Private School

☐

Other (Please specify)

3. Number of Public School Low-Income Children in Title I Schools 7,242.20

4. Number of Private School Low-Income Children Residing in Title I Attendance Zones 0

5. Percentage used to determine proportionate share for equitable services. 0.0000000

6. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered).

a. Total Title I, Part A Allocation	11,304,435.30
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

7. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Total Title I, Part A Transferability	0.00
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

- In Column A, list all private schools which students residing within the Title I attendance zone attend.
- In Column C, enter the number of students in private schools participating in services for the 2022-2023 award year.
- In Column D, enter the description of services provided for participating children.
- In Column E, enter the amount of funds obligated to support eligible students.

9. Enter the private school services set-aside in the detailed budget description and Budget Summary.

V. NARRATIVE: SCHOOL IMPROVEMENT

This section should only be completed if the school division has schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

Comprehensive Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(1). Please include the names of the schools in improvement.

Virginia Beach City Public Schools does not have any schools in the school improvement process at this time.

Targeted or Additional Targeted Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(2). Please include the names of the schools in improvement

Virginia Beach City Public Schools does not have any schools in the school improvement process at this time.

W. SKIPPED SCHOOL PROVISION

If on the Allocation to Eligible Schools a school was "skipped" that was eligible for Title I under the Eligible Attendance area you selected, provide the name(s) of the school in the box below.

Virginia Beach City Public Schools did not skip any schools.

Title I Section 1113(b)(1)(D)(i-iii):

(i). The school meets the comparability requirements of Section 1118(c);

(ii). The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Section 1114 or

(iii). The funds expended from such other sources equal or exceed the amount that would be provided under this part.

Did the school(s) meet the criteria for skipped schools provision and the division allocates to the skipped schools the amount of funding the schools would have received were they served under Title I, Part A?

Place an "X" in the appropriate yes or no box.

Yes

No

If yes, explain how the provision was met in the section below. If no, explain why the school was skipped in the section below.

X. TITLE I, PART A, NEGLECTED CHILDREN AND YOUTH

All school divisions must complete this page.

Title I, Part D Coordinator
James Miller

9

Total number of children and youth who are identified as neglected (year-to-date) for 2022-2023 based on the definition in Title I, Part D Section 1432(4)(A). (automatically populates)

School divisions that have facilities that report one or more neglected students in the most recently submitted Title I, Part D, October Count under the neglected column must complete this tab. Please refer to the Guidelines, Instructions, and Assurances for more information.

Check here if the local neglected facility has declined services. If this box is checked, the remaining items in this tab should be left blank.

A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under Title I, Part A, to serve
(ii) children in local institutions for neglected children; and
(iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. Section 100743(A)

The funds set aside from a LEA’s Title I, Part A allocation may be used:
(1) to improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging State student academic achievement standards that all children in the state are expected to meet;
(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
(3) to prevent at-risk youth from dropping out of school, and to provide dropout~~s~~ and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Section 1401 (3)(A)

Provide the name of the participating local neglected facilities and the location of the educational services provided to the students	
Neglected Facility Name	Location of Educational Services
Seton Youth Shelters (Girls)	Local Neglected Facility
Seton Youth Shelters (Boys)	Local Neglected Facility

X. TITLE I, PART A, NEGLECTED CHILDREN AND YOUTH (CONTINUED)

1. Describe the needs of the neglected students served identified during the needs assessment process. Include a brief summary of the needs assessment process and how services are coordinated with the neglected facilities or programs.

VBCPS partnered with the Title I, Part D, Subpart 2, coordinator and the identified neglected facilities within the geographic boundaries of the city. During the virtual consultation meeting, the Title I team and neglected facilities director discussed student needs, goals, and strategies to address needs, budget implications, and methods for evaluation of effectiveness. The support will be comparable to that provided in VBCPS Title I schools. The director of Title I programs provided an overview of the Title I program and how the funds are used to support the current Title I schools. Each facility was provided with a needs assessment form to be completed prior to the meeting and submitted to Title I. The form asked the following: Describe the facility and/or population that will be served; Describe student achievement needs based on data collected at the facility; Describe your process to identify student needs; and based on the identified student achievement needs, list possible budget implications as well as a monitoring system to assess effectiveness. It was noted that technology, instructional materials related to literacy, math, and science, and opportunities to enhance learning spaces for students were several areas to consider addressing. Intent to participate forms were completed. Staff from the Title I team are responsible for coordination in planning purchases to meet facility needs and with the procurement process in VBCPS.

2. Describe the activities that will be implemented to address the identified need(s). Include the following information for each activity listed:

a. Describe the facility and/or population that will be served.

b. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk programs.

c. Describe how the funds will be distributed to benefit neglected children being served.

Seton Youth Shelters (Boys/Girls) are short term shelters for runaway and homeless youth as well as youth in crisis between the ages of nine and seventeen with the goal of placement being family reunification and stabilization. The data analysis shows that youth face challenges in multiple domains including socioemotional, academic and life skills. The data in literacy, math, and science shows a need for academic remediation. Possible resources for school year and summer support include classroom libraries, consumable instructional supplies for students, technology, flexible seating and organizational items, and educational online programs. Also, tutors will be considered for reading and math.

3. Describe how Title I, Part A, set-aside neglected funds are coordinated with the Title I, Part D, Subpart 2, subgrantee if the division also receives those funds, as well as coordination with other federal, state, and local programs serving at-risk children and youth.

The director of Title I, Part A collaborates with the coordinator of Title I, Part D, Subpart 2, along with the school division's transition specialist. The coordinator and specialist have a working connection with the neglected facilities in Virginia Beach. The collaboration will allow planning for the funds to focus on the particular needs of students in order to provide a learning environment to support their academic learning. The majority of the students are served through the Renaissance Academy.

4. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address the described need.

The Title I, Part D, Subpart 2, coordinator will monitor the academic and social emotional progress of identified students from neglected facilities. The majority of these students attend the VBCPS Renaissance Academy, however, for identified students enrolled at other VBCPS schools, assigned staff provide progress updates to monitor student academic and social emotional progress. VBCPS has Student Support Specialists assigned to schools to help with the transition between facilities and the Renaissance Academy or other VBCPS schools. Regular updates will be provided to the coordinator on the progress of the students. Mid-year and end-of-year meetings will review the data and use of the Title I, Part A funds to identify impact and next steps to support student progress. In addition, Title I, Part A will have meetings throughout the school year with the neglected facilities staff to review current data and needs and assess the effectiveness of purchases made with Title I, Part A funds.

Guidance related to services for neglected and delinquent students can be found on Virginia's Title I, Part D, website at http://www.doe.virginia.gov/federal_programs/esea/title1/part_d/index.shtml or by contacting Tiffany Frierson, Virginia's Title I, Part D Coordinator at Tiffany.Frierson@doe.virginia.gov or 804-371-2682.

Y. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH

Any LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the

Local Homeless Education Liaison:

Damion Wilson

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Total number of children and youth identified as homeless in the school division (year-to-date) for 2022-2023 based on the definition in Title IX, Part A, Section 725. (*Place mouse cursor over comment in cell A8 for definition.)

1. Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are

Students are identified as homeless in several different ways. The student or parent can self-disclose to school staff, the registrar could identify if there are signs upon enrollment, and/or referrals can be made by other agencies in the city. Once suspected of living in a homeless situation, the parent/guardian must complete the Family Domicile Questionnaire. Information regarding the rights of McKinney-Vento eligible families is located on VBSchools.com. The domicile form is then emailed to projecthope@vbschools.com where it is logged in for the verification process. Students are automatically enrolled for free lunch upon receipt of the domicile form. The form is given to the school social worker for the school where the student was first identified. The school social worker is responsible for contacting the parent and reviewing the information provided. Through follow-up questions, the social worker completes verification notes and sends the form back to projecthope@vbschools.com. The school social worker assigned to Project HOPE reviews the notes and completes the verification. At that point, the office associate marks the student as eligible in Synergy and notifies the school. Per McKinney-Vento legislation, students are to be immediately enrolled or allowed to remain at their school of origin during the final verification process. The domicile questionnaire includes a brief needs assessment where the parent/guardian can identify what immediate needs the student might have. This may include transportation to the school of origin, school supplies, emergency clothing, etc. The social worker provides the family with resources that are available through Project HOPE and also makes referrals to other community resources. Each parent is provided access to the Regional Housing Crisis Hotline at (757)-227-5932 to register for housing assistance.

2. Describe the method used for determining the amount reserved to serve students experiencing homelessness.

a. List staff (names and positions) consulted to determine the reservation.	A needs assessment is completed in collaboration with the homeless liaison, Project HOPE social worker, executive staff in Student Support Services, and the director of Title I Programs to determine funding allocations.
b. What needs were identified?	Students experiencing homelessness are in need of appropriate school clothing, food, internet access, and instructional supplies to support home learning. They also require additional remediation in academic areas.
c. What costs are associated with those needs?	Costs include purchasing of instructional supplies, pay for tutors and transportation, and pay for social worker to coordinate services and supports.
d. What other school division funds are budgeted specifically to meet the needs of students experiencing homeless?	VBCPS students experiencing homelessness have access to the same academic supports as all students do. Local funding is used to pay for transportation to the student's school of origin - the school the student was attending when they became homeless.

Y. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH (CONTINUED)

e.	How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing homelessness?	The Title I, Part A set-aside is based on the approximate costs of meeting these needs, as determined by the Title I director and homeless liaison. Current needs, historical needs, budget implications and student growth was considered when estimating funds.
f.	What process will the school division use to reassess how it meets the needs of these students throughout the year?	Social workers maintain regular contact with families eligible for McKinney-Vento services and continue to monitor student needs in collaboration with the schools to reassess how needs are met. For the 2021-22 school year, review is underway to determine student needs due to COVID-19 as well as all other factors. This will continue into the 2022-2023. Regular collaboration between the liaison and the Title I team will take place to reassess needs throughout the
g.	How much of last year's homeless set-aside was used to serve students experiencing homelessness?	The set-aside for the 2021-2022 school year has been used effectively. Some funds dedicated to instructional supplies/tutoring have been used at different times of the school year due to students needs.

3.	Describe the services provided to students experiencing homelessness by the Title I, Part A program to support their enrollment, attendance, and success. Include a description of the services provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A)-(C). Place cursor over this comment for the legislative text.	
<p>Title I, Part A funding assists Project HOPE-Virginia Beach with providing an array of services. The school social worker assigned to Project HOPE coordinates services to eligible students. These services include: assisting schools immediately to enroll students, ensuring transportation to and from school for all eligible students and coordinating tutoring, mentoring and other services which promote academic success of students. Funds also go directly to purchasing school supplies for students in need and supporting programs such as Jump Start, an annual back-to-school event in which students receive resources including backpacks and school supplies. Furthermore, funds are allocated directly to tutoring programs such as Anchor Club. Transportation costs are also supplemented by Title I, Part A.</p>		

<p>*If an LEA has not identified any students experiencing homelessness during the last three school years, no set aside is required if the following McKinney-Vento Education of Homeless Children and Youth Program (Title IX, Part A) requirements have been fulfilled:</p> <p>a. The LEA can document outreach and coordination activities with other entities and agencies to identify homeless children and youths [Section 722(g)(6)(i)]</p> <p>b. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths [Section 722(g)(6)(iv)]</p> <p>c. The LEA can document that school personnel receive professional development and support to assist in the identification and support of homeless children and youths [Section 722(g)(6)(ix)]</p>		
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<p>Guidance related to the local homeless education liaison, the definition of homelessness for educational purposes, identification strategies, professional development, and other services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA website: www.wm.edu/hope or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or email: homlss@wm.edu.</p>		
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Z. TITLE I, PART A, EARLY CHILDHOOD PROGRAM (if applicable)

Number of Participating Students:	918		
Number of Eligible Students on Waiting List:			
Number of Participating Schools or Centers:	27		
Number of Title I funded Teachers:	0.00		
Number of Title I funded Paraprofessionals:	0.00		
Average Number of Pupils Per Class/Average Class Size:	18.00		
Number of Classrooms:	51		
Title I Early Childhood Budget (Personnel and Program):	1,029,836.06		
Does the total in II 1 match cell P23 on the "35% and Above Low-Income" tab?	Yes		
Does the total in II 1 match cell P23 on the "Below 35% Low-Income" tab?	No - please review your entries.		
School Year Title I, Part A, Early Childhood First Established:	FY	2015-2016	
Length of the Program Day (type X to left of selection):		Half Day	X Full Day
Curriculum:			
Primary Curriculum	Houghton Mifflin Harcourt Big Day for Pre-K		
Secondary Curriculum (if applicable)	Virginia Beach City Public Schools Pre-K Curriculum		
Test/Evaluation Design:			
Primary Test	PALS Pre-K Assessment		
Secondary Test (if applicable)	VKRP		
Other Early Childhood Programs with which Title I is collaborating:	X	Virginia Preschool Initiative	X Head Start
	X	Early Childhood Special Education	
		Others (specify)	
Students Must Be:	4	Age	by 9/30/2022 Date

Describe how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

This section must be completed if any school in the division, Title I or non-Title I has an Early Childhood Program.

Virginia Beach City Public Schools receives Virginia Preschool Initiative (VPI) state funding to support our early childhood program. Title I funds are braided with state and local funds to offer a meaningful early childhood program to PreK students. The Department of Teaching and Learning Pre-K leadership team works to develop a division plan for the Pre-K program. Students are selected for the program using the eligibility criteria for VPI. Families are invited to family engagement events to learn strategies to support learning in the home setting as well as to learn about various community resources and how they may support their child at home. Regular communication to families is provided through online platforms as well as in hard copies/handbooks. The Pre-K instructional specialist and resource teachers support Pre-K teachers through an instructional coaching model to ensure the learning environment and experiences are aligned, engaged, and purposefully planned through a student-centered focus. Teachers are invited to participate in division-wide training on the curriculum, best practices for early education, CLASS, social emotional learning, etc. The PreK team also supports students, families, and schools with transition efforts by communicating divisionwide kindergarten registration events. Supports are also provided in order to ensure that families have necessary information to register for kindergarten.

(1000) \$710,415.47 (2000) \$286,570.59 (3000) \$10,200.00 (4000) \$0.00 (5000) \$18,000.00 (6000) \$4,650.00

Z. TITLE I, PART A, EARLY CHILDHOOD PROGRAM (CONTINUED)

Provide a list of all schools and/or centers in your school division that house Title I, Part A, Early Childhood programs. Indicate the eligible Title I school zone(s) served by the school or center. In addition, include the total number of all Title I, Part A, Early Childhood teachers who are housed in each of the schools.

List Schools and Early Childhood Centers with Title I, Part A, Early Childhood Programs

School or Early Childhood Center Name	Principal Name and Address	Eligible Title I School Zone(s) Served	Number of Title I Funded Teachers	Number of Title I Funded Paraprofessionals
Arrowhead Elementary	Kimani Vaughan - 5549 Susquehanna Drive; Virginia Beach, VA 23462	Point O'View Elementary		
Bayside Elementary	Catherine Brumm - 5649 Bayside Road; Virginia Beach, VA 23455	Diamond Springs Elementary		
Birdneck Elementary	Karla Youngt- 957 S. Birdneck Road; Virginia Beach, VA 23451	Birdneck Elementary; Seatack Elementary		
Christopher Farms Elementary	Robyn Backer - 2828 Pleasant Acres Drive, Virginia Beach, VA 23453	Holland Elementary; Green Run Elementary		
College Park Elementary	Meishe Thirus - 1110 Bennington Road; Virginia Beach, VA 23464	College Park Elementary		
Cooke Elementary	Casey Conger - 1501 Mediterranean Avenue; Virginia Beach, VA 23451	Birdneck Elementary; Seatack Elementary		
Diamond Springs Elementary	Brandon Lugo - 5225 Learning Circle; Virginia Beach, VA 23462	Diamond Springs Elementary		
Glenwood Elementary	David Frencht- 2213 Round Hill Drive; Virginia Beach, VA 23464	Parkway Elementary		
Holland Elementary	Dr. Callie Richardson - 3340 Holland Road; Virginia Beach, VA 23452	Holland Elementary; Green Run Elementary		
Kempsville Elementary	Heidi Richardson - 570 Kempsville Road; Virginia Beach, VA 23464	Point O'View Elementary		
Kempsville Meadows Elementary	Mikelle Williams - 736 Edwin Drive Virginia Beach, VA 23462	Parkway Elementary, Rosemont Elementary		
Linkhorn Park Elementary	Kathleen Scarborough - 977 First Colonial Road, Virginia Beach, VA 23454	Birdneck Elementary; Seatack Elementary		
Luxford Elementary	Allison Jordan - 4808 Haygood Road; Virginia Beach, VA 23455	Diamond Springs Elementary		
Lynnhaven Elementary	Teri Breaux - 210 Dillon Drive; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		
Malibu Elementary	Courtney Scarcelli - 3632 Edinburgh Drive; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		
Ocean Lakes Elementary	Dr. Linda Reese - 1616 Upton Drive, Virginia Beach, VA 23454	Birdneck Elementary; Seatack Elementary		
Parkway Elementary	Dr. Katie Catania - 4180 O'Hare Drive; Virginia Beach, VA 23453	Parkway Elementary; Rosemont Elementary		
Pembroke Meadows Elementary	Dr. Charles Spivey - 820 Cathedral Drive; Virginia Beach, VA 23455	Diamond Springs Elementary		
Providence Elementary	Michael Taylor - 4968 Providence Road, Virginia Beach, VA 23464	College Park Elementary		
Rosemont Elementary	Cari Hall - 1257 Rosemont Road; Virginia Beach, VA 23453	Rosemont Elementary; Parkway Elementary		
Salem Elementary	Maureen Fanelli - 3961 Salem Lakes Blvd.; Virginia Beach, VA 23456	College Park Elementary		
Shelton Park Elementary	Tara Brewer - 1700 Shelton Road; Virginia Beach, VA 23455	Diamond Springs Elementary		
Three Oaks Elementary	Matthew Orebaugh - 2201 Elson Green Avenue; Virginia Beach, VA 23456	Birdneck Elementary; Seatack Elementary		
Trantwood Elementary	Lori Hasher - 2344 Inlynnview Road; Virginia Beach, VA 23454	Birdneck Elementary; Seatack Elementary		
White Oaks Elementary	Stephanie Haus - 960 Windsor Oaks Blvd.; Virginia Beach, VA 23462	Green Run Elementary, Parkway Elementary		
Windsor Woods Elementary	Dr. Melanie Hamblin - 233 Presidential Blvd.; Virginia Beach, VA 23452	Lynnhaven Elementary; Brookwood Elementary		
Williams Elementary	Tim Sullivan - 892 Newtown Road; Virginia Beach, VA 23462	Diamond Springs Elementary, Luxford Elementary		

EXPENDITURE ACCOUNT DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

1000 PERSONAL SERVICES– Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

2000 EMPLOYEE BENEFITS – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

3000 PURCHASED/CONTRACTUAL SERVICES – Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

4000 INTERNAL SERVICES– Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

Food Purchases – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

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5000 OTHER CHARGES– Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).

Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

6000 MATERIALS AND SUPPLIES – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

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8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Capital Outlay Replacement

Technology– Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which

Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

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GENERAL ASSURANCES

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

The school division/grantee assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 3. The majority of the resources in the school division are derived from nonfederal funds;
 4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular nonfederal funds;
 7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
 8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
 9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
 10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
 11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
 12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
 13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
 14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
 16. It will comply with the other application requirements outlined in
 - Section 8501. Private School Children;
 - Section 8502. Bypass; and
 - Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

The school division/grantee will:

- I. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- II. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1117, and timely and meaningful consultation with private school officials regarding such services;
- III. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3));
- IV. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- V. Collaborate with the State or local child welfare agency to—
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
 - B. Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
 2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. The local educational agency agrees to pay for the cost of such transportation; or
 - c. The local educational agency and the local child welfare agency agree to share the cost of such transportation;
- VI. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
- VII. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
- VIII. Develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs;
 - A. developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable,
 - B. another early childhood education program; establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;

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PROGRAM SPECIFIC ASSURANCES (CONTINUED)

- C. conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
 - D. organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
 - E. linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.
- IX. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children's parents of an English learner identified for participation or participating in such a program, of—

- A. The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- B. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- C. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- D. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- E. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- F. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- G. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
- H. Information pertaining to parental rights that includes written guidance—
 - 1. Detailing the right that parents have to have their child immediately removed from such program upon their request;
 - 2. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - 3. Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity;
- X. Use Virginia's Foundation Blocks for Early Learning to align preschool and K-12 curriculum; and
- XI. Use PALS Pre-K (if there is a Title I preschool program) and report data to the PALS office at the University of Virginia using the student's State Testing Identifier (STI).

Warning.
Enable macros if
indicated

Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

Due by: **July 1, 2022**
2022-2023

Select the division name from the dropdown box. The division number will auto populate.

School Division: Va Beach City Public Schools
Division Number: 128

Select the appropriate tab(s) and press the "Print" button.

Print Application	
Check Mark	Tab Name
<input type="checkbox"/> check	Print All Tabs Below
<input type="checkbox"/> check	Budget Check
<input type="checkbox"/> check	Narrative
<input type="checkbox"/> check	Delinquent Facility
<input type="checkbox"/> check	Program Overview
<input type="checkbox"/> check	Measurable Objectives
<input type="checkbox"/> check	Budget
<input type="checkbox"/> check	Transferability
<input type="checkbox"/> check	GEPA
<input type="checkbox"/> check	Expenditure Descriptions
<input type="checkbox"/> check	General Assurances
<input type="checkbox"/> check	Program Specific Assurances

Print Reports
Select the tabs to print.
Push this button.

Select the appropriate button to move to the desired section within the application.

Application Directory	
Push This Button to Go to the Desired Page	
Budget Check	
Cover Page (Narrative Tab)	
Program Overview (Narrative Tab)	
Coordination of Services (Narrative Tab)	
Delinquent Facility	
Program Overview	
Measurable Objectives	
Budget	
Detailed Budget Breakdown (Budget Tab)	
Transferability	
Detailed Budget Breakdown (Transferability Tab)	
General Education Provisions Act (GEPA)	
Expenditure Account Descriptions	
General Assurances	
Program Specific Assurances	

Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

2022-2023

Autocalculated Budget Check

Note: Only budget errors will display in column D. If column D is blank after the Budget and Transferability tabs have been updated the budgets

School Division: Va Beach City Public Schools
Division Number: 128

Budget Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	
Detailed Budget Breakdown		
	Does the Detailed Budget Breakdown Match the Total Allocation?	

Transferability Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	
Detailed Budget Breakdown		
	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	



Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

A. COVER PAGE

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

2022-2023
Individual Program Application

Due by July 01, 2022

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95*

Place an "X" by the applicable response.

☒ Original

☐ Revision :

Revision #

Date:

[Explain](#)

☐ Amendment:

Amendment #

Date:

[Explain](#)

To be Completed by School Division

Applicant (Legal Name of Agency):	Division Number:	Title I, Part D, Subpart 2 Coordinator:	
Va Beach City Public Schools	128	James D. Miller	
Mailing Address (Street, City or Town, Zip Code)	Phone:	757-648-6000	Ext: <input type="text"/>
5100 Cleveland Street, Virginia Beach, VA 23462	Email:		
	james.miller@vbschools.com		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

Assurances: The local educational agency assures that the Title I, Part D, Subpart 2 will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.**

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 05/24/22 .

Superintendent's Signature

Aaron C. Spence, Ed. D.

Superintendent's Name

05/24/22

Date

Board Chairperson's Signature

Carolyn T. Rye

Board Chairperson's Name

05/24/22

Date

Application Submission, Approval, and LEA Expenditure of Funds: This application for Federal Funds is due by July 1, 2021. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable, the electronic application must be received at the Virginia Department of Education through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2021-2022 Allocation	2021-2022 Consolidated Yes or No	Eligible Program	2022-2023 Allocation Total
142,121.53	No	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	142,121.53
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		Total Allocation Available for Title V, Part B, Subpart 2	142,121.53

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, PRIOR APPROVAL IS REQUIRED, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk	

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:		Date:		
	Amendment:		Date:		
2.	Revision:		Date:		
	Amendment:		Date:		
3.	Revision:		Date:		
	Amendment:		Date:		
4.	Revision:		Date:		
	Amendment:		Date:		
5.	Revision:		Date:		
	Amendment:		Date:		
6.	Revision:		Date:		
	Amendment:		Date:		
7.	Revision:		Date:		
	Amendment:		Date:		
8.	Revision:		Date:		
	Amendment:		Date:		
9.	Revision:		Date:		
	Amendment:		Date:		
10.	Revision:		Date:		
	Amendment:		Date:		
11.	Revision:		Date:		
	Amendment:		Date:		
12.	Revision:		Date:		
	Amendment:		Date:		

B. PROGRAM OVERVIEW

1.	<p>Describe how the school division’s program will support the goals of ESEA, as amended:</p> <ul style="list-style-type: none">a. to improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet;b. to provide such children and youth with the services needed to make a successful transition from correctional facilities to locally operated programs as well as transition from locally operated programs to correctional facilities; andc. to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.
<p>The transitioning of students from the delinquent facilities to comprehensive schools or the alternative education center is supported through the Student Support Specialist (SSS). One SSS, assigned to the alternative education center, provides services and case management to students housed at the delinquent facilities and to those transitioning into the alternative education center. The Virginia Beach Juvenile Detention Center Education Program is located within the Virginia Beach Juvenile Detention Center (VBJDC) and students attending the VBJDC Education Program are enrolled in Virginia Beach City Public Schools (VBCPS). The LEA alternative education center, Renaissance Academy (RA), provides a continuum of services for at-risk learners through smaller learning communities, expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities. The VBCPS Individual Student Alternative Education Plan (ISAEP) Program prepares students at risk of dropping out of school to take the General Educational Development (GED®) while also developing career and technical education skills. Title I, Part D, Subpart 2 funding supports programs located at Renaissance Academy including the ISAEP Program, Young Parents Program (YPP), and Substance Abuse Intervention Program (SAIP). These programs serve to provide neglected and delinquent youth at risk of dropping out of school with educational opportunities to remain enrolled in school.</p>	
2.	<p>Provide a description of the needs assessment that was conducted to support the proposed activities.</p> <p>Program stakeholders are regularly consulted to determine supplemental materials and services to be used to support programs for at risk students enrolled at RA. Delinquent facilities and targeted at-risk programs at the alternative education facility participate in meetings with VBCPS staff to determine student needs that can be met through the support of Title I, Part D, Subpart 2 funding. Specific needs for the delinquent facilities have been determined to be remediation and support of SOL courses, assistance with job readiness and post-secondary education, and dropout prevention through the preparation for the GED® Test. Specific needs for the alternative education programs for at-risk students have been determined to be staffing for dropout prevention programs and instructional support for substance abuse intervention programs and dropout prevention programs. VBCPS collects data to evaluate alternative programs and to track the performance of students assigned to these programs and the delinquent facilities. Through regular contact and meetings the needs assessments for these programs are updated in order to best provide for the needs of the students and residents being served by the grant.</p>

C. COORDINATION OF SERVICES

Describe the partnerships within your division between this program and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

VBCPS will coordinate internal resources to execute high quality education programs at the VBJDC as well as in comprehensive schools and alternative centers throughout the city to prepare students for secondary school completion, training, employment, or further education. Division staff will collaborate with parents, the Department of Juvenile Justice (DJJ), local service agencies, businesses, and shelters to implement a structured re-enrollment process, per guidelines from the Virginia Board of Education regulation 8 VAC 20-660-10 and the Code of Virginia through § 22.1-17.1, that facilitates the transition of youth from the correctional program. Grant funds will support a VBCPS Student Support Specialist (SSS) assigned to RA, who will work to ensure the transition of students into the alternative school and work with students residing in delinquent facilities within the boundaries of Virginia Beach. Funds will also support additional personnel for the Individual Student Alternative Education Plan (ISAEF) program. In accordance with the Code of Virginia, §22.1-254.D, the purpose of the ISAEF program is to provide individualized educational services for students age 16 and older who meet program provisions established in the Code and guidelines of the Virginia Board of Education. Only school divisions that have approved ISAEF programs may authorize enrolled students between 16 and 17 years of age to take the Tests of General Educational Development (GED®). Virginia-licensed teachers collaborate with special educators and reading specialists to coordinate and provide the instructional support and remediation needed to ensure ISAEF student achievement. ISAEF students must participate in a career and technical education (CTE) component and complete economics and personal finance coursework while preparing for the GED® test. Students, and parents of enrolled students, receiving services as part of the Substance Abuse Intervention Program (SAIP) benefit from contracted services with the City of Virginia Beach Department of Human Services. These services include programs related to substance abuse intervention, tobacco intervention, discipline intervention, and young parent education. Neglected, delinquent, and at-risk students in Virginia Beach City Public Schools may also receive support through the division's Title IV, Part A, Student Support and Academic Enrichment grant. The Title IV, Part A grant supports a middle school summer reading intervention program, assists low income students with AP testing fees, supports graduation labs at two of the comprehensive high schools, and provides wifi hot spots within targeted areas of the City of Virginia Beach. The division uses funds from the Title IV, Part A grant to improve students' academic achievement by increasing the capacity of the division to provide all students with access to a well-rounded education, improve school conditions for student learning, and increase the effective use of technology. Neglected, delinquent, and at-risk youth enrolled in the division may receive support through these programs funded by Title IV, Part A.

D. DELINQUENT FACILITY PARTICIPATION (CONTINUED)

3. After facilities have been offered services, then funding can be provided to at-risk programs in the school division. Complete the chart below with information about at-risk programs that will be served with Title I, Part D, Subpart 2 funds.

[illegible]

E. PROGRAM OVERVIEW**Section 1**

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other _____

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Facility Name:	Crisis Intervention Home	Contact Person:	Ericka Palmer
Address:	811 13th Street	City/Zip Code:	Virginia Beach, VA 23451
Phone (ext):	757-785-0024	E-mail:	epalmer@tyscommission.org

Indicate type of facility: ☒ Residential ☐ Local Correctional Facility ☐ At-Risk Program

Identify students served: ☒ Delinquent ☐ Neglected ☐ At-Risk

1.	Program Description - Describe the overall instructional program, as well as the supplemental services that will be provided using Title I, Part D, Subpart 2 funds.
<p>Residents of Crisis Intervention Home, located within the geographical boundaries of Virginia Beach, are considered part of the at-risk population and receive services, through both our SSS program, as well as any additional alternative education programs, as we are notified of their enrollment. These residents are enrolled in Virginia Beach City Public Schools (VBCPS) and receive the same educational services, support, and resources, outlined in the application, from VBCPS while at those institutions. In support of at-risk students, VBCPS will utilize Title I, Part D, Subpart 2 funds to provide instructional services and materials, support dropout prevention programs, and coordinate support services for students residing at Crisis Intervention Home. Funds will support the coordination of instructional efforts between schools and the facility, which works with delinquent and at-risk youth, to supplement the educational programs that students are enrolled in at their school of record. Funding will be used to purchase supplemental learning materials to aid students enrolled in VBCPS and support programs focusing on dropout prevention and college or career readiness. Materials will focus on core instructional subjects; science, technology, engineering, the arts, and math pathways (STEAM); and career and technical education. This includes reading materials to supplement those items available to students from the library at their comprehensive school or alternative education center and supplemental math materials to aid students who may need remediation in mathematics. Additionally the purchase of materials related to GED® preparation for students at-risk of dropping out of school may be purchased. Funding will also support a Student Support Specialist (SSS) to support students during the transition process between VBCPS comprehensive schools and the alternative education facility and case management of the students residing in the delinquent facility.</p>	
2.	Formal Agreements – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.
<p>To support at-risk students, a formal agreement exists between VBCPS and Crisis Intervention Home in order to provide supplemental support to the VBCPS students residing at the facility. These students are enrolled in Virginia Beach Public Schools and receive services directly from the Student Support Specialists at their school of record. Funding supports the purchase of supplemental materials, supplies and/or services to ensure that comparable services are provided to eligible neglected and delinquent students currently housed in delinquent facilities in Virginia Beach. Funding is provided so that eligible students have the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education. Under the formal agreement, Crisis Intervention Home is responsible for the submission of a yearly needs assessment, the utilization of purchased online instructional resources for the residents, and the submission of a yearly data report containing both demographic and assessment data.</p>	

E PROGRAM OVERVIEW (CONTINUED)**Section 1**

3. **Coordination for a Comparable Educational Program** – Describe how the LEA will coordinate with facilities and at-risk programs working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in local comprehensive schools such youth would attend.

Students residing in Crisis Intervention Home, which is located within the boundaries of the City of Virginia Beach, are enrolled in Virginia Beach City Public Schools. Those youth receive the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet through their enrollment in Virginia Beach City Public Schools. Through regular consultation with the facility and VBCPS staff at the student's school, supplemental materials and services are offered to the facility in order to improve educational opportunities for the students residing in the delinquent facilities. This enables those students to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education.

4. **Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:
- students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
 - work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
 - consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Students residing at Crisis Intervention Home are enrolled in VBCPS comprehensive schools or the VBCPS alternative education center, Renaissance Academy. A Student Support Specialist (SSS) is assigned to the alternative education center and supports the transitioning of students from the facility and works with the SSS assigned to each of the VBCPS comprehensive secondary schools to support the case management of students detained at the delinquent facilities. The SSS works closely with staff in VBCPS secondary comprehensive schools to exchange relevant student records to ensure appropriate educational placement. The SSS is notified of students residing in the delinquent facility. Access to the division-wide student information system allows the SSS to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments including the most recent Individualized Education Plan (IEP) is on file with the division wide student information system and is available to relevant instructional staff at the school of record. VBCPS teachers implement the division's core secondary school curriculum and for those students at the alternative education center, every effort is made to match the student's home school academic schedule. The SSS works to coordinate the transition of students through contact with School Counselors and the Student Support

Specialist assigned to each of the division's secondary comprehensive schools. In addition to traditional classrooms, the division offers alternative education placement options. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students residing in a delinquent facility are assigned a VBCPS Student Support Specialist who coordinates educational remediation, behavioral counseling, and peer mediation services. Upon discharge from the facility, students remain on the caseload of the Student Support Specialist in order to continue receiving services for a minimum of 9 weeks.

E PROGRAM OVERVIEW (CONTINUED)**Section 1**

5. **Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students residing at Crisis Intervention Home are identified as delinquent students. These students may exhibit academic and/or behavioral difficulties and often share social characteristics related to family settings, socioeconomic status, gang influences, and drug use/abuse. VBCPS provides an assortment of services to address obstacles that limit a student from receiving the full benefit of an educational experience. Students who meet the eligibility criteria for special education are provided an IEP and related services. School social workers provide links to community resources as well as direct services to students and families. A comprehensive program of psychological services including assessment, consultation, counseling, crisis intervention, and intervention planning are available to promote positive mental health and a safe and effective learning environment. Students with substance abuse issues may be referred for placement in the division's Substance Abuse Intervention Program (SAIP). Students who are young parents residing at the facility may be served by the Young Parents Program at RA. Students at-risk of dropping out of school may be referred for placement in the division's Individual Student Alternative Education Plan (ISAEP) program.

6. **Coordination with Social, Health, and Other Services** - As appropriate, describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Crisis Intervention Home coordinates with VBCPS and community agencies to support treatment, rehabilitation, and education for at-risk students. Students residing at Crisis Intervention Home are enrolled in VBCPS and may continue working toward a high school diploma or equivalent. Counseling options exist through Crisis Intervention Home as well as enrollment in Aggression Replacement Training. Crisis Intervention Home utilizes community resources to educate residents on health, nutrition, and personal safety. The residents also are offered opportunities to participate in recreation and social activities, including Tidewater Youth Service Commission's Outdoor Adventure Program.

7. **Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

Residents of Crisis Intervention Home participate in college tours with colleges and universities in close proximity to the facility. These college tours allow for residents to be exposed to the college process and may allow for meetings with college advisors and admission officers to promote enrollment in postsecondary education. Residents of Crisis Intervention Home are provided the opportunity to attend a day camp program through Music Theory Studios with a focus on STEAM education and entrepreneurial opportunities.

8. **Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Parents of students residing at Crisis Intervention Home participate in the intake process as students are placed at the facility. This process involves an overview of the program, tours of the facility, and completion of paperwork necessary for intake. In addition based upon the status of the specific resident, parents are required to participate in weekly family counseling at the facility. Parents are also responsible for participating in treatment planning teams for their resident and are encouraged to participate in any educational events and meetings held at the facility or the student's school of record. Parent Portal, an online resource, provides parents and guardians access to student information including grades, attendance records, student assignments, teacher notes, historical academic records, and standardized test scores. VBCPS staff will work to draft and update, as necessary, an IEP for special education students. For all students entering the alternative education center, a mandatory orientation conducted by the school's Guidance Department is held for parents and students.

E PROGRAM OVERVIEW (CONTINUED)**Section 1**

9. **Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Interruption for students participating in Workforce Investment Act- CTE Federal Perkins career/vocational preparation programs is minimal. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAEP program provides career exploration opportunities and application of academic learning in the business world.

10. **Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. **Not applicable to at-risk programs.**

Crisis Intervention Home is a residential facility serving youth aged 13-17; there are no adult offenders residing in the facility. Residents of Crisis Intervention Home participate in an Independent Living Skills Group that is provided by the facility. This program provides residents with the competencies needed for living independently. Services focus on working with the youth to complete secondary education, secure employment, understand budget management, and gain pro-social and practical skills. Crisis Intervention Home utilizes the American Community Corrections Institute's LifeSkills program to provide online courses with the goal of changing patterns of behavior and preventing future delinquent behavior.

11. **Work with Probation Officers** - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

Both the facility and the LEA work closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. RA provides office space for probation officers to meet and counsel students who require their services. Meetings occur with the students at both the facility and the school regularly. Additionally a VBCSU supervisory officer serves on the re-enrollment team for students leaving the Juvenile Detention Center to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes proposed placement, academic schedule, contact information to promote communication, and any other necessary components. The SSS assigned to the receiving school/center provides transition services for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.

12. **Individualized Education Program** - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

Delinquent students residing at Crisis Intervention Home are enrolled in Virginia Beach City Public Schools. Relevant student records for appropriate educational placement of students with special needs are available to relevant VBCPS staff at the student's school of record. SSS are notified of students residing at the delinquent facility. Division access to the electronic student information system platforms allows relevant school staff, including the special education staff, to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is available at the school and can be accessed electronically by the special education staff on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student.

E PROGRAM OVERVIEW (CONTINUED)**Section 1**

13. **Alternative Placements** - As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

Students residing at Crisis Intervention Home are enrolled in VBCPS comprehensive schools or the division's alternative education center. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a General Education Development (GED®) Certificate and a vocational/career skill through the Individual Student Alternative Education Plan (ISAEP), a Commonwealth of Virginia initiative for qualified students ages 16-17.

14. **Dropout Re-entry, School Completion, Employment** – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment. Students residing at Crisis Intervention Home at-risk of dropping out of school have the opportunity to enroll in the division's ISAEP program. The facility's residents attendance at Music Theory Studio's day camp provides opportunities for residents to engage in entrepreneurial lessons and grant funding supports career and technical education lessons as well as programs supporting enrollment in secondary education, enlistment, and/or employment.

15. **Qualified Staff** – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

Staff at Crisis Intervention Home are highly responsible and well organized. These staff provide direct supervision and life skills counseling to residents at the facility and prior experience in the human services field is a requirement. Staff at Crisis Intervention Home are required to have experience and/or an educational degree in human services, psychology, counseling, mental health, or special education. Staff members complete a minimum of 40 hours of training yearly and additional training requirements are based upon meeting the needs of the residents. VBCPS employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The SSS works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families.

16. **Technology Coordination** – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Utilizing email and the division-wide student information system allows the Student Support Specialist to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. Additionally the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. This information can be used by the staff at Crisis Intervention Home to encourage and provide supplemental instruction in areas of need. Additionally, Chromebooks have been issued to the delinquent facility in order for students to access courses, online resources, and assessment tools.

E PROGRAM OVERVIEW (CONTINUED)**Section 1**

17. **Program Evaluation** – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including
- how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;
 - the steps taken to ensure data quality; and
 - how the data is being used to track performance and make program improvements.

When possible, Crisis Intervention Home will participate in pre- and post-testing of long-term students to determine grade level change in reading and mathematics for students served by the grant. Additionally, pre- and post-testing of residents is supported by the Student Support Specialist assigned to work with residents of the delinquent facilities. This information is used in the CSPR and allows for an overview of the progress of students assisted by Title I, Part D, Subpart 2 funds and assists in determining the success of initiatives supported by the grant. Yearly review of this data allows for updates and revisions to the needs assessment and educational programs supported through the grant. Data from pre- and post-testing is shared with residents' teachers of record in order to guide instruction and remediation. Data is used to track performance of students enrolled in the ISAP program as well as students on the caseload of the SSS throughout the division. Reporting Guides are issued to staff to ensure standardized completion of reports, resulting in efficient data collection and reporting practices and enhances accountability for accurate data collection. Division personnel review and verify the reports to ensure accuracy. ISAP data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students.

Section 2

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other _____

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Facility Name:	Lynnhaven Boys Home	Contact Person:	Ericka Palmer
Address:	2293 Lynnhaven Parkway	City/Zip Code:	Virginia Beach, VA 23456
Phone (ext):	757-471-0140	E-mail:	epalmer@tyscommission.org

Indicate type of facility: ☒ Residential ☐ Local Correctional Facility ☐ At-Risk Program

Identify students served: ☒ Delinquent ☐ Neglected ☐ At-Risk

1. Program Description - Describe the overall instructional program, as well as the supplemental services that will be provided using Title I, Part D, Subpart 2 funds.

Residents of Lynnhaven Boys Home, located within the geographical boundaries of Virginia Beach, are considered part of the at-risk population and receive services, through both our SSS program, as well as any additional alternative education programs, as we are notified of their enrollment. These residents are enrolled in Virginia Beach City Public Schools (VBCPS) and receive the same educational services, support, and resources, outlined in the application, from VBCPS while at those institutions. In support of at-risk students, VBCPS will utilize Title I, Part D, Subpart 2 funds to provide instructional services and materials, support dropout prevention programs, and coordinate support services for students residing at Lynnhaven Boys Home. Funds will support the coordination of instructional efforts between schools and the facility, which works with delinquent and at-risk youth, to supplement the educational programs that students are enrolled in at their school of record. Funding will be used to purchase supplemental learning materials to aid students enrolled in VBCPS and support programs focusing on dropout prevention and college or career readiness. Materials will focus on core instructional subjects; science, technology, engineering, the arts, and math pathways (STEAM); and career and technical education. This includes reading materials to supplement those items available to students from the library at their comprehensive school or alternative education center and supplemental math materials to aid students who may need remediation in mathematics. Additionally the purchase of materials related to GED® preparation for students at-risk of dropping out of school may be purchased. Funding will also support a Student Support Specialist (SSS) to support students during the transition process between VBCPS comprehensive schools and the alternative education facility and case management of the students residing in the delinquent facility.

2. Formal Agreements – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.

To support at-risk students, a formal agreement exists between VBCPS and Lynnhaven Boys Home in order to provide supplemental support to the VBCPS students residing at the facility. These students are enrolled in Virginia Beach Public Schools and receive services directly from the Student Support Specialists at their school of record. Funding supports the purchase of supplemental materials, supplies and/or services to ensure that comparable services are provided to eligible neglected and delinquent students currently housed in delinquent facilities in Virginia Beach. Funding is provided so that eligible students have the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education. Under the formal agreement, Lynnhaven Boys Home is responsible for the submission of a yearly needs assessment, the utilization of purchased online instructional resources for the residents, and the submission of a yearly data report containing both demographic and assessment data.

3. Coordination for a Comparable Educational Program – Describe how the LEA will coordinate with facilities and at-risk programs working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in local comprehensive schools such youth would attend.

Students residing in Lynnhaven Boys Home, which is located within the boundaries of the City of Virginia Beach, are enrolled in Virginia Beach City Public Schools. Those youth receive the opportunity to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet through their enrollment in Virginia Beach City Public Schools. Through regular consultation with the facility and VBCPS staff at the student's school, supplemental materials and services are offered to the facility in order to improve educational opportunities for the students residing in the delinquent facilities. This enables those students to meet the same challenging state academic content standards and challenging state academic achievement standards that all children in the state are expected to meet, to transition successfully from institutionalization to further schooling or employment, to prevent at-risk youth from dropping out of school, and to provide at-risk youth returning from correctional facilities or institutions for neglected and delinquent youth with support systems to ensure their continued education.

E PROGRAM OVERVIEW (CONTINUED)**Section 2**

4. **Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:
- students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
 - work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
 - consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Students residing at Lynnhaven Boys Home are enrolled in VBCPS comprehensive schools or the VBCPS alternative education center, Renaissance Academy. A Student Support Specialist (SSS) is assigned to the alternative education center and supports the transitioning of students from the facility and works with the SSS assigned to each of the VBCPS comprehensive secondary schools to support the case management of students detained at the delinquent facilities. The SSS works closely with staff in VBCPS secondary comprehensive schools to exchange relevant student records to ensure appropriate educational placement. The SSS is notified of students residing in the delinquent facility. Access to the division-wide student information system allows the SSS to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments including the most recent Individualized Education Plan (IEP) is on file with the division wide student information system and is available to relevant instructional staff at the school of record. VBCPS teachers implement the division's core secondary school curriculum and for those students at the alternative education center, every effort is made to match the student's home school academic schedule. The SSS works to coordinates the transition of students through contact with School Counselors and the Student Support

Specialist assigned to each of the division's secondary comprehensive schools. In addition to traditional classrooms, the division offers alternative education placement options. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students residing in a delinquent facility are assigned a VBCPS Student Support Specialist who coordinates educational remediation, behavioral counseling, and peer mediation services. Upon discharge from the facility, students remain on the caseload of the Student Support Specialist in order to continue receiving services for a minimum of 9 weeks.

5. **Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students residing at Lynnhaven Boys Home are identified as delinquent students. These students may exhibit academic and/or behavioral difficulties and often share social characteristics related to family settings, socioeconomic status, gang influences, and drug use/abuse. VBCPS provides an assortment of services to address obstacles that limit a student from receiving the full benefit of an educational experience. Students who meet the eligibility criteria for special education are provided an IEP and related services. School social workers provide links to community resources as well as direct services to students and families. A comprehensive program of psychological services including assessment, consultation, counseling, crisis intervention, and intervention planning are available to promote positive mental health and a safe and effective learning environment. Students with substance abuse issues may be referred for placement in the division's Substance Abuse Intervention Program (SAIP). Students who are young parents residing at the facility may be served by the Young Parents Program at RA. Students at-risk of dropping out of school may be referred for placement in the division's Individual Student Alternative Education Plan (ISAEP) program.

E PROGRAM OVERVIEW (CONTINUED)**Section 2**

6. **Coordination with Social, Health, and Other Services** - As appropriate, describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Lynnhaven Boys Home coordinates with VBCPS and community agencies to support treatment, rehabilitation, and education for at-risk students. Students residing at Lynnhaven Boys Home are enrolled in VBCPS and may continue working toward a high school diploma or equivalent. Counseling options exist through Lynnhaven Boys Home as well as enrollment in Aggression Replacement Training. Lynnhaven Boys Home utilizes community resources to educate residents on health, nutrition, and personal safety. The residents also are offered opportunities to participate in recreation and social activities, including Tidewater Youth Service Commission's Outdoor Adventure Program.

7. **Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

Residents of Lynnhaven Boys Home participate in college tours with colleges and universities in close proximity to the facility. These college tours allow for residents to be exposed to the college process and may allow for meetings with college advisors and admission officers to promote enrollment in postsecondary education. Residents of Lynnhaven Boys Home are provided the opportunity to attend a day camp program through Music Theory Studios with a focus on STEAM education and entrepreneurial opportunities.

8. **Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Parents of students residing at Lynnhaven Boys Home participate in the intake process as students are placed at the facility. This process involves an overview of the program, tours of the facility, and completion of paperwork necessary for intake. In addition based upon the status of the specific resident, parents are required to participate in weekly family counseling at the facility. Parents are also responsible for participating in treatment planning teams for their resident and are encouraged to participate in any educational events and meetings held at the facility or the student's school of record. Parent Portal, an online resource, provides parents and guardians access to student information including grades, attendance records, student assignments, teacher notes, historical academic records, and standardized test scores. VBCPS staff will work to draft and update, as necessary, an IEP for special education students. For all students entering the alternative education center, a mandatory orientation conducted by the school's Guidance Department is held for parents and students.

9. **Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Interruption for students participating in Workforce Investment Act- CTE Federal Perkins career/vocational preparation programs is minimal. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAEP program provides career exploration opportunities and application of academic learning in the business world.

E PROGRAM OVERVIEW (CONTINUED)**Section 2**

10. **Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. **Not applicable to at-risk programs.**

Lynnhaven Boys Home is a residential facility serving youth aged 13-17; there are no adult offenders residing in the facility. Residents of Lynnhaven Boys Home participate in an Independent Living Skills Group that is provided by the facility. This program provides residents with the competencies needed for living independently. Services focus on working with the youth to complete secondary education, secure employment, understand budget management, and gain pro-social and practical skills. Lynnhaven Boys Home utilizes the American Community Corrections Institute's LifeSkills program to provide online courses with the goal of changing patterns of behavior and preventing future delinquent behavior.

11. **Work with Probation Officers** - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

Both the facility and the LEA work closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. RA provides office space for probation officers to meet and counsel students who require their services. Meetings occur with the students at both the facility and the school regularly. Additionally a VBCSU supervisory officer serves on the re-enrollment team for students leaving the Juvenile Detention Center to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes proposed placement, academic schedule, contact information to promote communication, and any other necessary components. The SSS assigned to the receiving school/center provides transition services for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.

12. **Individualized Education Program** - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

Delinquent students residing at Lynnhaven Boys Home are enrolled in Virginia Beach City Public Schools. Relevant student records for appropriate educational placement of students with special needs are available to relevant VBCPS staff at the student's school of record. SSS are notified of students residing at the delinquent facility. Division access to the electronic student information system platforms allows relevant school staff, including the special education staff, to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is available at the school and can be accessed electronically by the special education staff on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student.

13. **Alternative Placements** - As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

Students residing at Lynnhaven Boys Home are enrolled in VBCPS comprehensive schools or the division's alternative education center. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a General Education Development (GED®) Certificate and a vocational/career skill through the Individual Student Alternative Education Plan (ISAEP), a Commonwealth of Virginia initiative for qualified students ages 16-17.

E PROGRAM OVERVIEW (CONTINUED)**Section 2**

14. **Dropout Re-entry, School Completion, Employment** – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment. Students residing at Lynnhaven Boys Home at-risk of dropping out of school have the opportunity to enroll in the division's ISAEP program. The facility's residents attendance at Music Theory Studio's day camp provides opportunities for residents to engage in entrepreneurial lessons and grant funding supports career and technical education lessons as well as programs supporting enrollment in secondary education, enlistment, and/or employment.

15. **Qualified Staff** – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

Staff at Lynnhaven Boys Home are highly responsible and well organized. These staff provide direct supervision and life skills counseling to residents at the facility and prior experience in the human services field is a requirement. Staff at Lynnhaven Boys Home are required to have experience and/or an educational degree in human services, psychology, counseling, mental health, or special education. Staff members complete a minimum of 40 hours of training yearly and additional training requirements are based upon meeting the needs of the residents. VBCPS employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The SSS works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families.

16. **Technology Coordination** – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Utilizing email and the division-wide student information system allows the Student Support Specialist to coordinate the transition of students through contact with School Counselors and the Student Support Specialist assigned to each of the divisions secondary comprehensive schools. Additionally the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. This information can be used by the staff at Lynnhaven Boys Home to encourage and provide supplemental instruction in areas of need. Additionally, Chromebooks have been issued to the delinquent facility in order for students to access courses, online resources, and assessment tools.

17. **Program Evaluation** – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including
- a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;
 - b. the steps taken to ensure data quality; and
 - c. how the data is being used to track performance and make program improvements.

When possible, Lynnhaven Boys Home will participate in pre- and post-testing of long-term students to determine grade level change in reading and mathematics for students served by the grant. Additionally, pre- and post-testing of residents is supported by the Student Support Specialist assigned to work with residents of the delinquent facilities. This information is used in the CSPR and allows for an overview of the progress of students assisted by Title I, Part D, Subpart 2 funds and assists in determining the success of initiatives supported by the grant. Yearly review of this data allows for updates and revisions to the needs assessment and educational programs supported through the grant. Data from pre- and post-testing is shared with residents' teachers of record in order to guide instruction and remediation. Data is used to track performance of students enrolled in the ISAEP program as well as students on the caseload of the SSS throughout the division. Reporting Guides are issued to staff to ensure standardized completion of reports, resulting in efficient data collection and reporting practices and enhances accountability for accurate data collection. Division personnel review and verify the reports to ensure accuracy. ISAEP data includes tracking of completion and future educational and

E PROGRAM OVERVIEW (CONTINUED)**Section 3**

Please place an "X" beside the manner in which services are delivered for the facility described below.

<input checked="" type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other _____

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Facility Name:	Renaissance Academy	Contact Person:	James D. Miller
Address:	5100 Cleveland Street	City/Zip Code:	Virginia Beach, VA 23462
Phone (ext):	757-648-6000	E-mail:	james.miller@vbschools.com

Indicate type of facility: ☐ Residential ☐ Local Correctional Facility ☒ At-Risk Program

Identify students served: ☒ Delinquent ☒ Neglected ☒ At-Risk

1.	Program Description - Describe the overall instructional program, as well as the supplemental services that will be provided using Title I, Part D, Subpart 2 funds.
<p>In support of at-risk students, Virginia Beach City Public Schools (VBCPS) will utilize Title I, Part D, Subpart 2 funds to provide instructional services and materials, support dropout prevention programs, support a structured re-enrollment process, and coordinate support services to facilitate transitions between correctional and delinquent facilities and educational settings. Funds will support the coordination of instructional efforts between facilities working with neglected, delinquent, and at-risk youth to ensure educational programs are comparable. Secondary students that attend VBCPS from facilities that are part of the October Count are considered part of the at-risk population and receive services, through both our SSS program, as well as any additional alternative education programs, as we are notified of their enrollment. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. The facility houses specific programs to address students with substance abuse issues, students at-risk of dropping out of school, and students who are pregnant or are young parents. The transitioning of students from the delinquent facilities to comprehensive schools or the alternative education center is supported through the Student Support Specialist (SSS). The LEA alternative education center, Renaissance Academy (RA), provides a continuum of services for at-risk learners through smaller learning communities, expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities. Grant funding will support programs working with at-risk students at RA, including the Individual Student Alternative Education Plan (ISAEP) Program, Student Support Specialists, Substance Abuse Intervention Program (SAIP), and Young Parents Program (YPP).</p>	
2.	Formal Agreements – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.
N/A	

E PROGRAM OVERVIEW (CONTINUED)**Section 3**

3. **Coordination for a Comparable Educational Program** – Describe how the LEA will coordinate with facilities and at-risk programs working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in local comprehensive schools such youth would attend.

Students enrolled at Renaissance Academy receive the opportunity to meet the same challenging state academic content and challenging state academic achievement standards that all children enrolled in VBCPS comprehensive schools and in the state are expected to meet. Students enrolled at RA follow the same academic and testing calendar as students enrolled in comprehensive schools with VBCPS. Renaissance Academy is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. School counselors and SSS work in concert with the staff at the student's home school to provide for a seamless transition between the comprehensive setting and the alternative setting at RA.

4. **Transition Between Facilities** – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:
- a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
 - b. work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
 - c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Student Support Specialists (SSS) assigned to Renaissance Academy ensure the transition of students detained at a correctional or delinquent facility and work closely with staff in VBCPS secondary comprehensive schools and alternative centers to exchange relevant student information. Communication between VBJDC staff and both the SSS and School Counselors allows for the successful transition of students from the VBJDC. Home schools are notified in writing when a student is placed in detention. Access to the division-wide student information system allows the VBJDC staff to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments including the most recent individualized education plan (IEP) is forwarded to the VBJDC. VBCPS teachers implement the division's core secondary school curriculum at the VBJDC and every effort is made to match the student's home school academic schedule. Placement for youth returning to a VBCPS school or center who have been in the custody of the juvenile justice system for more than 30 calendar days is determined by the re-enrollment team. In addition to traditional classrooms, the division offers alternative education placement options.

VBCPS operates one 289,000 square foot alternative education facility for high school and middle school programs as well as additional programs that address targeted student needs. This facility, Renaissance Academy (RA), is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. Where applicable, special education services are provided in the most appropriate, least restrictive environment as outlined in the student's IEP. Students returning from a correctional facility with a re-enrollment plan are assigned a VBCPS SSS who coordinates educational remediation, behavioral counseling, and peer mediation services. Students receiving services from a Student Support Specialist continue to receive those services for at least 90 days as they transition in to the new academic setting.

E PROGRAM OVERVIEW (CONTINUED)**Section 3**

5. **Student Characteristics** – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students attending Renaissance Academy are considered to be at-risk when they have academic and/or behavioral difficulties that are not responsive to regular education interventions. In addition to educational challenges and emotional concerns, these students often share social characteristics related to family settings, teenage pregnancy, socioeconomic status, gang influences, and drug use/abuse. Students who meet the eligibility criteria for special education are provided an IEP and related services. Students with substance abuse issues may be referred for placement in SAIP. Students at-risk of dropping out of school have the opportunity to enroll in the ISAEF program. Young parents and pregnant students are referred to the Young Parent Program to receive pregnancy-related resources. Those students receiving services through the Substance Abuse Intervention Program or Young Parents Program continue their traditional courses of study as they work towards attaining a high school diploma.

6. **Coordination with Social, Health, and Other Services** - As appropriate, describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

VBCPS coordinates with community agencies to support treatment, rehabilitation, and education for at-risk students. VBCPS students may continue working toward a high school diploma or equivalent through a flexible, accelerated educational program with day, afternoon, and evening classes. A daytime high school program is available for pregnant students and young parents who would benefit from smaller classes sizes and additional pregnancy-related resources. A full-time nurse is assigned to monitor the health needs/concerns of pregnant students. A school social worker provides resource referrals, individual/group counseling to promote exploration of pregnancy/parenting issues, and is a liaison between school and community agencies. A school psychologist is assigned to address the mental health concerns of the participants. Work and family studies courses related to parent/child development are also offered.

7. **Partnerships** - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

Educational options for neglected, delinquent, and at-risk youth enrolled in the division may include work toward a GED® Certificate and a vocational/career skill through the ISAEF program, a Commonwealth of Virginia initiative for students ages 16-17. The vocational/career skill component of the ISAEF program may incorporate work-based activities, including paid or unpaid employment experience. In addition students enrolled in the ISAEF program are able to work toward completion of industry recognized certifications that align with their desired career choices. Students enrolled at RA may participate in a mentorship program with local businesses and agencies promoting close relationships with adults and peers and benefit from extended learning opportunities offered in a safe, structured environment outside the regular school day. The daytime high school program for both pregnant students and young parents incorporates partnerships with local agencies and organizations to provide information pertaining to infant and parent safety and wellness.

8. **Parent and Family Engagement** - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

The structured re-enrollment process involves parents of students who have been in the custody of the DJJ. The re-enrollment team convenes to prepare and implement a plan for each student released from detention. Plans include the student's academic placement, schedule, and contact information to promote communication. At Renaissance Academy a placement and monitoring team drafts an IEP for special education students. Through the Guidance Department, a mandatory orientation for parents and students is held for all students entering Renaissance Academy. The Student Support Specialist routinely contacts the parents of students on their caseload to discuss student behavior and academic progress.

E PROGRAM OVERVIEW (CONTINUED)**Section 3**

9. **Coordination with Federal, State, and Local Programs** - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Interruption for students participating in Workforce Investment Act– CTE Federal Perkins career/vocational preparation programs prior to detention is minimal. A re-enrollment plan is developed for students detained more than 29 days. Placement options may include work toward a GED® Certificate and vocational/career skill through the ISAEP program, which provides a variety of career readiness credential opportunities including the Virginia Workforce Readiness Skills for the Commonwealth Assessment, EverFi's Financial Management, and the Career Solutions Publishing's Job Ready Career Skills. Additionally the ISAEP program provides career exploration opportunities and application of academic learning in the business world. The ISAEP program receives grant funding from the Virginia Department of Education's Office of Career, Technical, and Adult Education.

10. **Coordination with Juvenile Justice Programs** - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. **Not applicable to at-risk programs.**

VBCPS coordinates with community and residential programs operated under the Juvenile Justice and Delinquency Prevention Act (JJDP) to provide high quality instructional services to students and implement a structured re-enrollment process to facilitate the transition of youth from a correctional facility. An option provided through JJDP, the Transitional Living Program provides local residential independent living services for offenders exiting juvenile correctional centers. The program serves male offenders ages 16-21 who are on parole and in need of acquiring competencies for living independently. Services focus on working with the youth to complete high school or obtain a GED®, secure employment, understand budget management, and gain pro-social and practical skills.

11. **Work with Probation Officers** - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

The division works closely with Virginia Beach Court Service Unit (VBCSU) probation and parole officers to provide supervision and secure community-based services for delinquent youth. Renaissance Academy provides office space for probation officers to meet and counsel students who require their services. A supervisory officer from VBCSU serves on the re-enrollment team to prepare and implement a plan for each student released from detention. Each comprehensive re-enrollment plan includes the proposed placement, the student's academic schedule, contact information to promote communication, and any other necessary components. The plan is delivered to the receiving school/center by the VBJDC staff to provide transition services from the SSS for a minimum of nine weeks. Receiving schools are responsible for communicating any enrollment delays or other related concerns to the designated VBCSU probation or parole officer and the VBCPS Secondary Transition Specialist.

12. **Individualized Education Program** - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

VBCPS staff work to exchange relevant student records for appropriate educational placement of students with special needs. Home schools are notified in writing when a student is placed in detention. Division access to the electronic student information system platforms allows the staff members and special education staff to review student schedules, grades, and other pertinent data. Documentation of special education eligibility and related assessments along with the most recent individualized education plan is forwarded to the Virginia Beach Juvenile Detention Center or accessed electronically by the special education teacher on-site. The IEP is reviewed and amended as necessary to suit the educational status of the student while in the custody of the department of juvenile justice system. As part of VBCPS, Renaissance Academy staff have access to student records and the student's IEP through the electronic student information system platforms to ensure the continuity of services when students transfer to the alternative center.

E PROGRAM OVERVIEW (CONTINUED)**Section 3**

13.	<p>Alternative Placements - As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.</p> <p>Educational placement for youth who have been in the custody of the juvenile justice system for more than 30 calendar days is determined by the re-enrollment team. VBCPS operates one 289,000 square foot alternative education facility for high school and middle school as well as additional programs that address targeted student needs. This facility, Renaissance Academy, is designed to provide a continuum of services for at-risk learners. In this environment, students will benefit from expanded educational options and support services, technology-enhanced instruction, and extended learning opportunities outside the regular school day. An alternative placement may include work toward a GED® Certificate and a vocational/career skill through the ISAEP program, a Commonwealth of Virginia initiative for qualified students who are at least 16 years of age.</p>
14.	<p>Dropout Re-entry, School Completion, Employment – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.</p> <p>The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. The ISAEP program includes instruction and studies on vocational and career skills to assist youth in achieving gainful employment.</p>
15.	<p>Qualified Staff – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.</p> <p>Virginia Beach City Public Schools employs highly qualified and licensed staff to instruct students at all schools and centers in the division. The Student Support Specialist works closely with the staff at delinquent facilities to ensure that educational and social/emotional needs of the student are being met. VBCPS provides special education, psychological, and social work services to address obstacles that limit a student from receiving the full benefit of an educational experience. Each student who meets the eligibility criteria for special education is provided an Individualized Education Program (IEP) and related services. School social workers provide links to community resources as well as direct services to students and families. VBCPS provides a number of professional learning opportunities to support the continuous development of high-quality, growth-oriented staff in the school division.</p>
16.	<p>Technology Coordination – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.</p> <p>Utilizing email and the division-wide student information system allows for the exchange of information to support the transition of students between correctional and delinquent facilities and the comprehensive schools and alternative center. Additionally the division's Parent Portal allows for parent and guardian access to grades, attendance records, student assignments, instructional notes, and standardized test scores. Parent Portal can also be used by the delinquent facilities to encourage and provide supplemental instruction in areas of need. Students throughout the division have access to Chrombooks in order to access online coursework and various resources.</p>

2022-2023

School Division: Va Beach City Public Schools

Division Number: 128

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

E PROGRAM OVERVIEW (CONTINUED)

Section 3

17.	<p>Program Evaluation – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including</p> <ul style="list-style-type: none">a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;b. the steps taken to ensure data quality; andc. how the data is being used to track performance and make program improvements.
<p>Data is used to track student progress of students enrolled in the ISAEP Program as well as students on the caseload of the SSS throughout the division. Students enrolled at Renaissance Academy are on the caseload of the SSS assigned to RA. Reporting Guides are issued to staff to ensure standardized completion of reports which facilitates efficient data collection and reporting practices and enhances accountability for accurate data collection. Those reports are reviewed by division personnel to ensure accuracy of reported data. ISAEP data includes tracking of completion and future educational and vocational plans, while SSS data includes the tracking of academic, behavioral, and attendance success of students. Information gathered from these sources is used in the CSPR. This report allows for an overview of students assisted by Title I, Part D, Subpart 2 funds and allows for a determination of the success of initiatives supported by the grant. Yearly review of this data allows for updates and revisions to educational programs supported through the grant.</p>	

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F. MEASURABLE OBJECTIVES

What is a Measurable Objective?

A measurable objective has four components:

- a) **Subject** (Who is the target or focus?);
- b) **Behavior** (What will be changed/improved?);
- c) **Specific criteria for assessing** improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
- d) **Time period** for performance or assessment.

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Measurable Objective 1:

By the end of the 2022-2023 school year 90% of Virginia Beach City Public Schools (VBCPS) students who have been detained in the Virginia Beach Juvenile Detention Center (VBJDC) for more than 30 calendar days will successfully transition into a traditional or alternative educational setting as recommended by the re-enrollment team.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

VBCPS will implement a structured re-enrollment process and coordinate support services to facilitate the transition of students between correctional facilities and educational settings. Utilization of data tracking through an Excel Spreadsheet and coordination of VBJDC staff and the Student Support Specialist program will allow the division to measure success of the objective. Students returning from a correctional facility with a re-enrollment plan are assigned a SSS who employs a comprehensive case-management model to coordinate educational remediation, behavioral counseling, and peer mediation services for a minimum of nine weeks. Those students transitioning to the alternative educational setting, Renaissance Academy, benefit from an SSS that works exclusively with students in the alternative setting or those transitioning from the VBJDC or a delinquent facility in Virginia Beach. After this initial nine week period, students are evaluated using a rubric measuring three areas – academic performance, attendance, and behavior. Success in these categories requires a rubric measurements equal to at a minimum passing three core classes (academic performance), having less than 2 referrals (behavior), and less than 4 full day absences (attendance). Students not demonstrating significant improvement in these areas will continue to be monitored by a Student Support Specialist.

Measurable Objective 2:

By the end of school year 2022-2023, 90% of students enrolled in the Virginia Beach City Public Schools (VBCPS) Individual Student Alternative Education Plan (ISAEP) program will pass the Tests of General Educational Development (GED®) and complete the required Career and Technical Education (CTE) component.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

The Individual Student Alternative Education Plan (ISAEP), a critical dropout prevention program, is the only approved Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED®) Certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will only be considered after all measures to maintain students in a diploma program have been exhausted. During the 2020-21 school year, 146 students sought ISAEP services as an alternative to dropping out of school; 54 students qualified for program enrollment; of the 20 ISAEP students who took the test, 18 students (90%) passed the GED® test and completed the CTE

component. ISAEP teachers licensed by the Commonwealth of Virginia will work in collaboration with special educators and reading specialists to coordinate and provide the instructional support and remediation

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

By the end of school year 2022-2023, 90% of students residing long term at Crisis Intervention Home and Lynnhaven Boys home will show grade level improvement in reading and mathematics.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Students residing at Crisis Intervention Home and Lynnhaven Boys Home will receive supplemental instructional materials to aid in reading and mathematics instruction and remediation. Pre- and post-testing of students residing at the facilities long-term (a minimum period of 90 days) will occur and allow for tracking of improvement in the specified areas of reading and mathematics. Through coordination with reading specialists and instructional personnel at VBCPS comprehensive schools and the alternative education center, supplemental instructional materials and online resources will be provided to the delinquent facilities to aid students in improving reading and mathematics scores. Student progress in the areas of reading and mathematics will be measured using online resources (Star Math and Star Reading Assessments) from Renaissance Learning Inc., or a similar program, in order to show grade level improvement in the area of reading and mathematics. Using the residents' current course enrollment as a starting point, the Star Math and Star Reading pre-testing will measure students' skills across a variety of concepts in the respective subject matter. This data will be used to inform classroom teachers of areas of remediation or focus specific to the individual students. Post-testing of long-term residents will allow for measured growth in the areas of reading and mathematics. Additional resources, such as Imagine Learning's suite of software may be utilized to supplement remediation and student progress measurements. For students who are unable to complete post testing, grade level improvements will be measured using end-of-course grades.

Measurable Objective 4:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 5:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 6:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 7:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 8:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

G. BUDGET SUMMARY

		Title I, Part D, Subpart 2 Budget for 2022-2023 Award: S010A220046 Project Code: APE42935		
		Allocation:	142,121.53	
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside	103,527.63		
	Set-Aside			
	Private School Set-Aside			
	Total Personal Services	103,527.63		Yes
2000 - Employee Benefits	Non Set-Aside	34,331.86		
	Set-Aside			
	Private School Set-Aside			
	Total Employee Benefits	34,331.86		Yes
3000 - Purchased/Contracted Services	Non Set-Aside	500.00		
	Set-Aside			
	Private School Set-Aside			
	Total Purchased/Contracted Services	500.00		Yes
4000 - Internal Services	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Internal Services	0.00		Yes
5000 - Other Charges	Non Set-Aside	3,039.99		
	Set-Aside			
	Private School Set-Aside			
	Total Other Charges	3,039.99		Yes
6000 - Materials and Supplies	Non Set-Aside	722.05		
	Set-Aside			
	Private School Set-Aside			
	Total Materials and Supplies	722.05		Yes
8000 - Capital Outlay	Non Set-Aside			
	Set-Aside			
	Private School Set-Aside			
	Total Capital Outlay	0.00		Yes
TOTAL BUDGET		142,121.53		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference	0.00

Notes: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.
 (2) Expenses for parental involvement programs should be incorporated into the appropriate object code(s) based on the category of the related charges.

I. BUDGET SUMMARY

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at

[Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A220044 Project Code APE60015		Title IV, Part A, Transferability Award S424A220048 Project Code APE60021	
		0.00		0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM			DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside				
	Set-Aside				
	Private School Set-Aside				
	Total Personal Services	0.00		0.00	Yes
2000 - Employee Benefits	Non Set-Aside				
	Set-Aside				
	Private School Set-Aside				
	Total Employee Benefits	0.00		0.00	Yes
3000 - Purchased/Contracted Services	Non Set-Aside				
	Set-Aside				
	Private School Set-Aside				
	Total Purchased/Contracted Services	0.00		0.00	Yes
4000 - Internal Services	Non Set-Aside				
	Set-Aside				
	Private School Set-Aside				
	Total Internal Services	0.00		0.00	Yes
5000 - Other Charges	Non Set-Aside				
	Set-Aside				
	Private School Set-Aside				
	Total Other Charges	0.00		0.00	Yes
6000 - Materials and Supplies	Non Set-Aside				
	Set-Aside				
	Private School Set-Aside				
	Total Materials and Supplies	0.00		0.00	Yes
8000 - Capital Outlay	Non Set-Aside				
	Set-Aside				
	Private School Set-Aside				
	Total Capital Outlay	0.00		0.00	Yes
TOTAL BUDGET		0.00		0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference	0.00

Provide a description of expenses related to purchased or contracted services. If proposed expenditure is for professional development, justify such expenditures by demonstrating a relationship between proposed expenditure for professional development and the program services and activities described in the application.

[illegible]

Provide a description of materials, supplies, and all equipment less than \$5,000 per unit.

[illegible]

K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Virginia Beach City Public Schools (VBCPS) is strongly committed to equal access and treatment for all students, families, employees and the general public. The division's policy of non-discrimination provides equal access to courses, programs, services, and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in other languages or formats, as needed, to meet the needs of those served by the grant. VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage involvement of diverse stakeholders, representative of the programs served, in the planning and implementation of programs funded by the grant.

During the recruitment process for staff, the Department of Human Resources works with administrators to ensure properly licensed, endorsed and experienced applicants are interviewed and considered for hire. Human Resource staff members work closely with universities to recruit diverse applicants for employment with VBCPS. Family engagement sessions are held to provide parents information on various division opportunities and steps needed to participate in various programs in the school division.

EXPENDITURE ACCOUNT DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

1000 PERSONAL SERVICES – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

2000 EMPLOYEE BENEFITS – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

3000 PURCHASED/CONTRACTUAL SERVICES – Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

4000 INTERNAL SERVICES – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

Food Purchases – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

5000 OTHER CHARGES – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

6000 MATERIALS AND SUPPLIES – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

GENERAL ASSURANCES

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

The school division/grantee assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 3. The majority of the resources in the school division are derived from nonfederal funds;
 4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular nonfederal funds;
 7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
 8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
 9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
 10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
 11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
 12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
 13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
 14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
 16. It will comply with the other application requirements outlined in
 - Section 8501. Private School Children;
 - Section 8502. Bypass; and
 - Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

The school division/grantee assures:

- I. It will give priority to such children and youth who are likely to be released from incarceration within a two-year period;
- II. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:
- III. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:
 - A. maintain and improve educational achievement;
 - B. accrue school credits that meet state requirements for grade promotion and secondary school graduation;
 - C. make the transition to a regular program or other education program operated by a local educational agency;
 - D. complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
 - E. participate, as appropriate, in postsecondary education and job training programs.

Warning.
Enable macros
if indicated

Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Title II, Part A, Supporting Effective Instruction

Due by: **July 01, 2022**
2022-2023

Select the division name from the dropdown box. The division number will auto populate.

School Division: Va Beach City Public Schools
Division Number: 128

Select the appropriate tab(s) and press the "Print" button.

Print Application	
Check Mark	Print Application
<input type="checkbox"/> check	Print All Tabs Below
<input type="checkbox"/> check	Budget Check
<input type="checkbox"/> check	Narrative
<input type="checkbox"/> check	Budget
<input type="checkbox"/> check	Transferability
<input type="checkbox"/> check	Teacher Quality
<input type="checkbox"/> check	Private Schools
<input type="checkbox"/> check	GEPA
<input type="checkbox"/> check	Expenditure Descriptions
<input type="checkbox"/> check	General Assurances
<input type="checkbox"/> check	Program Specific Assurances

Print Reports Select the
tabs to print.
Push this button.

Select the appropriate button to move to the desired section
within the application.

Application Directory	
Push This Button to go to the Desired Page	
Budget Check	
Cover Page (Narrative Tab)	
Program Overview (Narrative Tab)	
Measurable Objectives (Narrative Tab)	
Budget	
Detailed Budget Breakdown (Budget Tab)	
Transferability	
Detailed Budget Breakdown (Transferability Tab)	
Teacher Quality	
Private Schools	
Calculation of Set-Asides (Private Schools Tab)	
General Education Provisions Act (GEPA)	
Expenditure Descriptions	
General Assurances	
Program Specific Assurances	

Virginia Department of Education
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P. O. Box 2120
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Title II, Part A, Supporting Effective Instruction

2022-2023

Autocalculated Budget Check

Note: Only budget errors will display in column D. If column D is blank after the Budget and Transferability tabs have been updated the budgets are balanced.

School Division: Va Beach City Public Schools
Division Number: 128

Budget Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	
Detailed Budget Breakdown		
	Does the Detailed Budget Breakdown Match the Total Allocation?	
Private School Set-Aside		
	Does the Private School Set-Aside Match the "Private Schools" Tab?	

Transferability Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	
Detailed Budget Breakdown		
	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	



Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

A. COVER PAGE
Title II, Part A, Supporting Effective Instruction

2022-2023
Individual Program Application

Due by July 01, 2022

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95*

Place a "Checkmark" by the applicable response.

☒ Original

☐ Revision:

Revision #

Date:

[Explain](#)

☐ Amendment:

Amendment #

Date:

[Explain](#)

To be Completed by School Division			
Applicant (Legal Name of Agency):	Division Number:	Title II, Part A Coordinator:	
Va Beach City Public Schools	128	Lorena Kelly	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-263-1070	Ext:
2512 George Mason Drive	Email:		
Virginia Beach, VA 23456	Lorena.Kelly@vbschools.com		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

Assurances: The local educational agency assures that the Title II, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans.

Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, on May 24, 2022.

Superintendent's Signature
Aaron C. Spence, Ed.D
Superintendent's Name
May 24, 2022
Date

Board Chairperson's Signature
Carolyn T. Rye
Board Chairperson's Name
May 24, 2022
Date

Application Submission, Approval, and LEA Expenditure of Funds: This application for Federal Funds is due by July 1, 2021. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable, the electronic application must be received at the Virginia Department of Education through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2021-2022 Allocation	2021-2022 Consolidated Yes or No	ELIGIBLE PROGRAM	2022-2023 Allocation Total
1,692,578.35	No	Title II, Part A, Supporting Effective Instruction	1,692,578.35
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	1,692,578.35

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, PRIOR APPROVAL IS REQUIRED, and a separate Transferability approval form must be submitted. The transfer request form is available at

[Transfer Request Form](#)

1) If funds are to be transferred INTO Title II, Part A, complete Section A.

A. Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title II, Part A, Supporting Effective Instruction	

2) If funds are to be transferred OUT of Title II, Part A, complete Section B below.

B. Program from which funds will be transferred:	TO	Select program(s) TO which funds will be transferred:	Amount
Title II, Part A		Title I, Part A	
		Title I, Part C	
		Title I, Part D	
		Title III, Part A	
		Title IV, Part A	
		Title V, Part B	
		Total	0.00

	Transferability is intended, but official paperwork will be submitted when final allocations are released.		
	Transferability paperwork has been approved.	Date approved:	

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
2.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
3.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
4.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
5.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
6.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
7.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
8.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
9.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
10.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
11.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
12.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	

B. PROGRAM OVERVIEW (4 PAGES)

The purpose of Title II, Part A, is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. increase student achievement consistent with the challenging State academic standards;
2. improve the quality and effectiveness of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Narrative Boxes

Describe the process used for development of the Title II, Part A, plan and identification of priorities, by addressing each of the following:

1.	STAKEHOLDER ENGAGEMENT/NEEDS ASSESSMENT: Describe the consultation and needs assessment process used in development of the program, including a description of the stakeholders involved in the process. (Section 2103(b)(3))
	<p>VBCPS will utilize Title II, Part A, funds for instructional coaching as the means to increase teacher and principal capacity for meeting the needs of all VBCPS students. The Departments of Teaching and Learning (DTAL) and School Leadership (DOSL) review data from diagnostic and curriculum assessments to provide ongoing feedback to coaches and principals to support academic progress and improve teacher effectiveness. DOSL and DTAL meet quarterly with principals to review assessments. Additionally, VDOE Growth assessment data and SOL assessment data are analyzed to determine needs for support, professional learning (PL), feedback to principals and allocation of resources. SOL category scores, item analysis reports and performance for all student reporting groups are reviewed and help to determine building needs for instructional coaching. The departments of Professional Growth and Innovation (PGI), DTAL, DOSL, Equity & Inclusion and the Office of Planning, Innovation, and Accountability (PIA) work collaboratively to outline division and school needs. A review of feedback, performance gaps, and SOL data led us to establish a division-wide professional learning plan with a focus on responding to student needs through acceleration using real-time data using what students know and are able to do and supporting them to move towards proficiency on grade level objectives.</p> <p>During needs assessment meetings, leaders identify strengths and areas for growth and challenges and possible solutions to help determine a coaching focus. For example, literacy coaches focused on responding to student needs through the science of reading and math coaches focused on computational fluency coaching to improve Tier 1 instruction division-wide. Ongoing PL on formative assessment, responding to the specific needs of students and tiered systems of support will be provided during the 2022-23 school year to our coaches who, in turn, apply their knowledge to facilitate PL and coaching cycles to teachers to improve instructional practices and raise student achievement. Principals are offered support and PL through monthly principal league meetings and on-site coaching by Title II coaches. Each year, instructional coaches, teachers and administrators complete surveys to analyze needs and effectiveness of coaching. The division holds annual family review meetings to collect feedback from parents to inform decision making and allocation of funding for ESEA grants. Analyzing each school's performance, needs and current resources enables us to support schools in an equitable and effective manner and helps us to identify which schools will benefit most from the support of an instructional coach. Coaches are provided support and feedback based on the VBCPS Profile of a Coach and instructional coaching evaluation rubric to support the effectiveness of our coaches.</p>
2.	<p>USE OF DATA: Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds. (Section 2103(b)(2)(D)). Describe progress made toward meeting measurable objectives from 2021 application.</p> <p>VBCPS Departments of School Leadership (DOSL), Planning, Innovation and Accountability (PIA), Professional Growth and Innovation and Teaching and Learning (DTAL) work in collaboration to monitor the effectiveness of instruction. Detailed analysis of SOL assessment data, diagnostic and local assessment data is completed by DOSL and DTAL. Quarterly data analysis is facilitated by DOSL and DTAL at school support process (SSP) meetings with principals. Overall academic achievement and reporting group data are analyzed in addition to student discipline reports to ensure equitable and effective instructional practices and PL. Performance gaps existed in Fall 2021 PALS and Reading Inventory data and overall PALS identification has increased in Kindergarten (about 6%) from Fall 2020 and remained relatively consistent in grades 1, 2, and 3. VDOE math quick checks data informed collaboration agendas, curriculum development, coaching and PL to enhance content knowledge, teacher effectiveness and increase student achievement in numeracy. Professional learning feedback is also analyzed to inform PL, book studies, resources and to offer ongoing feedback to instructional coaches to enhance their practice and improve the impact coaches have on teaching and learning. Learning walks with administrators, coaches and DTAL/DOSL are conducted to qualitatively monitor the transfer of PL into teacher practices.</p> <p>School climate, parent, teacher and principal surveys are also conducted annually to ensure parent, student and staff needs are met and to inform social emotional and academic instructional strategy PL sessions in alignment to the Virginia Standards of Learning, VDOE teacher performance standards and the VBCPS Teaching and Learning Framework. Professional learning is provided to coaches through the lens of supporting teachers, and our coaches partner with all offices to facilitate professional learning to teachers, administrators and teacher assistants. Reports are posted as assessments are implemented in the Learning Management System (LMS) and to our Web Reporting System. Administrators can review data daily to inform feedback, identify reporting group performance gaps, and meet student and teacher needs through professional learning and coaching support. Family Review data is also collected annually to inform our coaching goals and ensure we are communicating and connecting Title II coaches with parents to support the parent-school connection. In addition, the Office of Professional Growth and Innovation (PGI) provides professional learning session data and comprehensive feedback to all coaches who facilitate professional learning following presentations and trainings. This data helps our coaches and division leaders refine their practice and ensure we are meeting teacher/administrator needs.</p>

B. PROGRAM OVERVIEW (CONTINUED)

3.

TEACHER QUALITY: Describe results of the **2021-2022** Instructional Personnel and Licensure (IPAL) report. Describe how the division ensures that students are taught by qualified and effective teachers meeting Virginia's licensing and professional teaching requirements. (Section 2001(2-3))

VBCPS strives to ensure reading and math achievement are prioritized while addressing achievement gaps. To this end, VBCPS will utilize Title II, Part A, funds for instructional coaching as the means to increase teacher capacity for meeting the needs of VBCPS students. To have the highest impact on student achievement and to meet state and local benchmarks, as well as demonstrate academic growth for all students over time, the coaching model will be utilized to assist teachers in schools with the greatest need. Title II coaches will collaborate, model and assist teachers in utilizing data to drive instruction and meet student needs. According to the IPAL 2021-22 report, 3.87% of teachers are serving in a placement for which they are not endorsed or licensed, and 6.33% are serving with provisional licenses. The Department of Human Resources works in collaboration with teachers and administrators to send them updates with information on the requirements that need to be met to be licensed and endorsed in the position they serve. VBCPS offers a multitude of professional learning opportunities to all staff members, including Title II coaches. After analysis with licensure and human resources, it was found that all Title I teachers are properly endorsed and/or have already submitted their documentation to receive their licenses.

4.

PRIORITIZING FUNDS: Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). If there are no schools identified as comprehensive or targeted support schools, how does the division prioritize funding? (Section 2103(b)(2)(C))

VBCPS has no schools identified as comprehensive or targeted support schools. Funding is prioritized by targeting schools performing in the two lowest quartiles on the state assessment, PALS and RI data when compared to all VBCPS schools, in addition to considering the number of coaches allocated to schools by other funding sources. Instructional coaches funded through Title II, Part A, will supplement the core instructional program and services provided to all VBCPS schools with local funds. Data analysis will be conducted in the spring of 2022 (Standards of Learning) to determine schools with the greatest need for instructional coaching and to determine professional learning (PL) needs of coaches for the 2022-2023 school year. All schools will be rank ordered by the current year and three year accreditation average with the most current data. Based on the results, instructional coaches were assigned to schools in danger of not meeting state and local benchmarks or with under-performing data and a need for more instructional coaching support. PL will be planned and provided during 2022-2023 to meet the needs of the instructional coaching staff.

B. PROGRAM OVERVIEW (CONTINUED)

5. **ALIGNMENT TO STANDARDS:** Describe how the program activities will align with Virginia's accountability plan, and how the activities are aligned to challenging State academic standards. Describe how the activities funded from Title II, Part A, are expected to increase student achievement. (Section 2103(b)(2)(A))

The planning process used to develop the program began with a review of three-year trend data of state and local assessments with the executive leadership and the division math and reading coordinators and specialists. The purpose of this consultation was to determine the schools that would most benefit from additional support. Teachers and administrators contributed as stakeholders by completing a survey on the effectiveness of the coaches, and these survey results were reviewed. Input was received from private schools via consultation sessions. Without the Title II, Part A, funds, these schools would not have the benefit of instructional coaches to support student achievement. Title II instructional coaches are expected to be content and pedagogy experts to support teachers in planning, teaching and assessing. Coaches use multiple coaching strategies (e.g., co-teaching, presentations creating a video library of coaches modeling small group instruction, co-planning and implementing coaching cycles). DTAL participates in state SOL committees as well to ensure they are informed of any changes in assessment and SOL revisions to ensure the coaching and curriculum documents we develop align to the expectations of the state in addition to the teacher performance standards. VBCPS developed a coaching profile which will be utilized as part of the instructional coaches' evaluation to align their practices to meet state academic standards. VBCPS ensures coaches supported by Title II, Part A, grant were a supplement and not a supplant to non-federal funds that would otherwise be available.

Expectations for coaches include but are not limited to: 1. The instructional coach demonstrates an understanding of the curriculum, subject content and the developmental needs of students by providing relevant learning experiences; 2. The instructional coach plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources and data to meet the needs of all students; 3. The instructional coach effectively engages learners in learning by using a variety of instructional strategies in order to meet individual learning needs; 4. The instructional coach systematically gathers, analyzes and uses all relevant data to measure student academic progress, guide instructional content and delivery methods and provide timely feedback to both students and parents throughout the school year; 5: The instructional coach uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning; 6: The instructional coach maintains a commitment to professional ethics, communicates effectively and takes responsibility for and participates in professional growth that results in enhanced student learning. 7: The work of the instructional coach results in acceptable, measurable and appropriate student academic progress.

6. **PROFESSIONAL GROWTH:** Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (Section 2103(b)(2)(B))

VBCPS Title II instructional coaches are expected to engage in high-level professional growth and application of skills to contribute to the development of others. VBCPS departments of PGI, DTAL and DOSL partner to provide ongoing professional learning (PL) to coaches in monthly math and reading specialist cohort meetings aligned to the topics of social-emotional learning, equity, math/reading best practice, Hattie's research and high-impact strategies and instructional coaching best practices (e.g., Diane Sweeney's Student Centered Coaching and Jim Knight's Instructional Coaching pedagogy and frameworks, Catalyzing Change in Mathematics, and Fisher & Frey's PLC+ Better Decisions and Greater Impact by Design). In turn, our coaches provide high-quality PL to teachers, administrators and teacher assistants to build their capacity to provide a high-quality instructional program and meet student needs. Professional learning opportunities will be coordinated with similar staff funded by Title I, Part A, as well as local funds, and will emphasize best practices, strategies and the teacher pedagogy used to meet the diverse needs of all learners. The professional learning delivery model will include monthly and quarterly opportunities, as well as flipped models for professional learning for local funded staff: Title I, Part A, staff and Title II, Part A, staff to collaborate and share instructional practices.

Instructional coaches spend time collaborating with grade level chairs to build their capacity and leadership skills and offer a wide range of opportunities for teacher leadership growth in combination with the Office of Professional Growth and Innovation (PGI). Instructional coaches and coordinators/specialists provide professional learning monthly to elementary principals. Administrators can also participate in PL at their school sites when Title II coaches facilitate weekly collaboration using data analysis processes, modeling instruction for teachers and staff trainings. PGI provides leadership development, career advancement, and new employee support. The professional learning program ensures that teachers and staff receive high quality relevant and sustained learning opportunities. Another program of this office is LEAD Virginia Beach. This program is designed to grow and nurture aspiring, new and experienced administrators. Finally, The VBCPS Induction Program supports novice teachers during their first three years of teaching. This support begins with the Teacher Orientation and continues with ongoing training and the assignment of highly trained mentors. New Title II coaches are also grouped into supportive cohorts for additional support and provided a mentor.

B. PROGRAM OVERVIEW (CONTINUED)

7. **PROFESSIONAL DEVELOPMENT:** If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.

VBCPS is committed to building capacity of instructional staff and administrators in order to provide students a high quality effective educational experience in which all students are successful. Funds from Title II, Part A, are utilized to employ instructional coaches to build the capacity of teachers and raise student achievement. VBCPS believes ongoing professional learning grounded in research and best practice is vital to ensuring the success of teachers and students. In order to provide our teachers more than a passive model of professional learning, we have emphasized application of skills, modeling, and following up on professional learning by reporting results and testing what is learned in addition to investing in instructional coaching. Instructional coaching provides teachers job-embedded relevant professional learning that is student-centered and teacher informed. We deploy the framework of Jim Knight (identify, learn, improve) and Fisher and Frey (PLC+) and approaches of Elena Aguilar (author of The Art of Coaching), Jim Knight (Author of Better Conversations and Instructional Coaching) and Diane Sweeney (author of Student-Centered Coaching) in a coach-teacher partnership in which the teacher and coach analyze student data, needs and learning styles in addition to current teacher practice to adjust and implement practices that will close learning gaps and meet the needs of all learners.

VBCPS utilizes the VBCPS Coaching Profile aligned to the seven instructional performance state standards developed in 2020-2021. VBCPS extended the standards by adding criteria related to the role of a coach to impact teacher practice and student achievement. Title II, Part A, instructional coaches are expected to provide professional learning (PL) to all instructional staff (teachers, principals, teacher assistants/paraprofessionals, special education and specialists such as art, P.E., and music teachers). PL is provided in a variety of formats: staff meetings, teacher work week, new teacher induction week, monthly and quarterly administrator meetings, ongoing division trainings, weekly grade level collaboration at schools and job embedded instructional coaching following the framework of identify, learn, improve in which the coach and teacher partner to set a student achievement goal, identify practices they will implement to test results on student learning and make informed instructional decisions. Title II coaches model, co-teach, lead grade level data-analysis and planning meetings, and engage in coaching cycles to ensure effective research-based strategies are used to support students. Strategies for improving student academic achievement, increasing teachers' professional knowledge and ensuring equitable practices are used to meet student needs is the goal of instructional coaching in VBCPS. By building teacher capacity, we also retain high quality teachers.

8. **PROFESSIONAL DEVELOPMENT:** If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. Provide impact data on any prior implementation.. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) For new initiatives, cite research base to support the specific decisions and why it is believed that the activities will be successful with the targeted population(s).

VBCPS does not plan to use funds for professional development presenters or trainings outside of the professional learning provided by the instructional coaches funded through Title II in the 2022-23 school year. Schools with the highest need for instructional coaching and with limited access to coaches, are provided great support by Title II through weekly collaboration and professional learning community meetings, co-teaching, modeling lessons and data analysis to co-plan effective instruction. Each grade level at every school also has a designated TLLT (Transformational Learning Lead Teacher). The TLLT for every grade level attends professional learning sessions to review curriculum, research-based practices and collaborate with other teacher leaders across the division. The trainings are led by curriculum coordinators and instructional specialists from the Department of Teaching and Learning. During the TLLT meetings in 2021-22, we focused the learning on responding to student need and student feedback through the lens of integrated systems of support, future ready learners, and equity. Because of this professional learning, 100% of elementary schools collected student work samples and analyzed the samples using the strategies and tools provided in the professional learning which Title II coaches also receive support in so they can facilitate these important meetings and professional learning experiences at their schools in addition to the TLLT at every school.

9. **CLASS-SIZE REDUCTION:** If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based practice. Provide impact data on any prior implementation, if applicable. How does the division ensure effectiveness of teachers hired to reduce class size? How will the impact of the smaller class sizes be measured? (Section 2103(b)(3)(D)) (If funds are not used for class-size reduction, indicate N/A.) Note: Title II, Part A funds may not be used to meet K-3 Standards of Quality (SOQ) requirements. Federal funds may only be used to reduce class sizes below the state-mandated class sizes.

NA

C. COORDINATION OF SERVICES (2 PAGES)

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. **Describe any partnerships with local universities, regional collaborations or other entities to improve teacher and principal quality through such efforts as high-quality professional development for teachers, principals and other school leaders; recruitment; mentoring, etc.**

Funds from Title II, Part A, and local operating funds will be used to support instructional coaching in the core content areas of reading and mathematics. Professional learning opportunities will be coordinated with similar staff funded by Title I, Part A, as well as local funds, and will emphasize best practices, strategies and the teacher pedagogy used to meet the diverse needs of all learners. The professional learning delivery model will include monthly and quarterly opportunities, as well as flipped models for professional learning for local funded staff: Title I, Part A, and Title II, Part A, staff to collaborate and share instructional practices. Our division provided Language Essentials for Teachers of Reading and Spelling training (LETRS) to all literacy leaders and Title II reading coaches, which earned the International Dyslexia Association's Accreditation. This training provides Title II reading coaches with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. Title II math coaches also participated in monthly PL to support best practices in responding to the pandemic, virtual instructional strategies aligned to the concrete-representational-abstract math model and how to engage students in collaborative discourse in a virtual setting. They, in turn, were able to support teachers in providing these effective learning experiences to their learners.

In the last 8 years, the division has also partnered with the University of Virginia (UVA) and then LETRS to provide reading coaches and teachers (general education, special education and English as a Second Language teachers) aligned evidence based PL to help teachers and coaches enhance their reading practices and address student literacy deficits. Math coaches have engaged in monthly mathematics PL and SEL in mathematics PL to support all young mathematicians and identify their misconceptions to build conceptual understanding to support rigorous math coursework. Our PGI office has provided ongoing Responsive Classroom professional learning and resources to schools to support meeting the social, emotional, and academic needs of our students.

The Department of Human Resources (HR) holds annual recruiting events to recruit diverse staff members and ensure our division can successfully fill all positions with highly qualified, properly licensed and endorsed teachers. Additional examples of partnerships and outreach HR has established to support our students are with Fleet & Family Support Center (FFSC), NAS Oceana Job Fair, Norfolk State Career Expo, Tidewater Association of School Personnel Administrators (TASPA), East Carolina University, College of Engineering and Technology Career Fair, East Coast Polytechnic Institute University (ECPI), VB Campus Fall Career Fair, 6th Annual Veteran Symposium & Career Fair Advanced Technology Center, 5th Annual Eastern Virginia Regional Diversity and Inclusion Conference, Greater Norfolk Community Job Fair, American Council on the Teaching of Foreign Languages (ACTFL) and Fleet & Family Support Center (FFSC), Norfolk Job Network-Employer Panel.

C. COORDINATION OF SERVICES (CONTINUED)

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D. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds. For examples of measurable objectives, see Guidance pp.6-7

What is a Measurable Objective?

A measurable objective has four components:

- a) **Subject** (Who is the target or focus?);
 - b) **Behavior** (What will be changed/improved?);
 - c) **Specific criteria** for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
 - d) **Time period** for performance or assessment.
2. Describe the evidence-based research that support the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

NOTE: For class-size reduction and professional development activities, cite at least one research study that supports the initiative for your division's context. Note that conferences, unless part of a larger strategic initiative, do not constitute high quality professional development.

Measurable Objective 1:

By June 2023, 90% of schools receiving Title II, Part A, funds via an instructional coach will meet or exceed Federal, state, and local benchmarks in Reading and Mathematics (English 75% and Mathematics 70%).

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

*Fully licensed and endorsed teachers who are certified by the State of Virginia will be hired/retained to serve as instructional coaches in reading and mathematics.

*Professional learning will be provided in coaching models, the coaching rubric and content specific strategies.

*Coaching cycles following the Jim Knight framework (identify, learn, improve) will be used to support teachers in setting goals for coaching and implementing effective practices to meet student needs.*Coaches will participate in professional learning communities and collaborations using strategies from PLC+ by Fisher, Frey, et. al.

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 2:**

By June 2023, 85% of Kindergarten through third grade students in schools receiving Title II, Part A, funds via a reading instructional coach will meet or exceed the end of year PALS sum score benchmark.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

*Fully licensed and endorsed teachers who are certified by the State of Virginia will be hired/retained to serve as instructional coaches in reading and mathematics.

*Coaching cycles following the Jim Knight framework (identify, learn, improve) will be used to support teachers in setting goals for coaching and implementing effective practices to meet student needs.

*Coaches will participate in professional learning following Diane Sweeney's student-centered approach to focus on impact on student learning.

*All reading coaches will participate in LETRS training. Support coaches and teachers in use of diagnostic, formative and summative assessments to identify student strengths and weaknesses and plan instruction accordingly

*Facilitate grade level collaborations and professional learning (PL) focusing on the Plan Teach Assess model and PLC+ Fisher, Frey, et. al. to support teachers in implementing VBCPS curriculum for whole group and small group instruction.

Measurable Objective 3:**Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 5:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 6:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 7:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 8:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

E. BUDGET SUMMARY

		Title II, Part A Budget for 2022-2023 Award: S367A220044 Project Code: APE61480		
		Allocation:	1,692,578.35	
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative			Yes
	Non-Administrative	1,108,311.40	18.00	
	Private School Set-Aside			
	Total Personal Services	1,108,311.40		
2000 - Employee Benefits	Administrative			Yes
	Non-Administrative	473,685.08		
	Private School Set-Aside			
	Total Employee Benefits	473,685.08		
3000 - Purchased/Contracted Services	Administrative			Yes
	Non-Administrative			
	Private School Set-Aside	51,334.27		
	Total Purchased/Contracted Services	51,334.27		
4000 - Internal Services	Internal Services			Yes
	Total Internal Services	0.00		
5000 - Other Charges	Administrative	34,788.95		Yes
	Non-Administrative			
	Private School Set-Aside	14,945.13		
	Total Other Charges	49,734.08		
6000 - Materials and Supplies	Administrative	1,967.06		Yes
	Non-Administrative			
	Private School Set-Aside	7,546.46		
	Total Materials and Supplies	9,513.52		
8000 - Capital Outlay	Non-Administrative			Yes
	Total Capital Outlay	0.00		
TOTAL BUDGET		1,692,578.35		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes		Difference 0.00
TOTAL SET-ASIDE		36,756.01		
TOTAL PRIVATE SCHOOL SET-ASIDE		73,825.86		
DOES THE TOTAL PRIVATE SCHOOL SET-ASIDE MATCH THE "PRIVATE SCHOOLS" TAB?		Yes		Difference 0.00

Note: Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.

G. BUDGET SUMMARY

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title IV, Part A, Transferability Award S424A220048 Project Code APE60022		
		0.00		
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Personal Services	0.00	Yes	
2000 - Employee Benefits	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits	0.00	Yes	
3000 - Purchased/Contracted Services	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Purchased/Contracted Services	0.00	Yes	
4000 - Internal Services	Internal Services			
	Total Internal Services	0.00	Yes	
5000 - Other Charges	Indirect Cost			
	Non-Administrative			
	Private School Set-Aside			
	Total Other Charges	0.00	Yes	
6000 - Materials and Supplies	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Materials and Supplies	0.00	Yes	
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	Yes	
TOTAL BUDGET		0.00		
TOTAL SET-ASIDE		0.00		
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00		
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Difference	0.00

[illegible]

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.	

[illegible]

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

[illegible]

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Item Description	Measurable Objective	Funding Source	Quantity	Total Cost
Private School Set-aside				
Total for Object Code:				0.00

I. TEACHER QUALITY

Section A

TEACHER QUALITY

Under USED’s authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the **2022-2023** school year, the following information on teacher and paraprofessional quality from the **2021-2022 and 2020-2021** data collections may assist school divisions. These data may be obtained from the two most recent verified Instructional Personnel and Licensure Reports (IPAL), which provide division results on the licensure and endorsement status of instructional personnel.

[See Instructional Personnel and Licensure Report \(IPAL\), as outlined in Superintendent's Memorandum Number #266-21, September 17, 2021.](#)

Teachers (all schools and all federal core content subjects)

	2021-2022	2020-2021
Number of classes taught by properly licensed and endorsed teachers	16,054	17,442
Number of classes not taught by properly licensed and endorsed teachers	647	158
Total classes	16,701	17,600
Percent of classes taught by properly licensed and endorsed teachers	96.1%	99.1%

Section B

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS

In the next four blocks (Parts 1-4), please describe how the division assures that students in high poverty (Title I) and/or high minority schools are not taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools. To do this, divisions may wish to examine teacher licensure and endorsement data from the **2021-2022** school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools and indicate whether these percentages are similar in other non-Title I schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution, including mentoring programs to support new teachers and professional development activities to support teachers in working with diverse student populations. Examples may include such activities as professional development on cultural competency, supporting English learners or special education students, or working with students from poverty.

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS (CONTINUED)

Part 1	<p>From data analysis, outline any identified gaps between Title I and non-Title I schools related to licensure/endorsements; experience; and effectiveness of teachers.</p> <p>Division wide, according to the IPAL 2021-2022 report, 3.87% of teachers are serving in a placement for which they are not endorsed or licensed, and 6.33% are serving with provisional licenses. Division wide, the percentage of schools with certified and properly licensed instructional personnel is 99.10% for 2021-2022. Upon review of the IPAL report and current data with Human Resources (HR) and Licensure specialists, it was found that 98.81% of Non-Title I school staff are properly licensed or endorsed and that 98.08% of Title I schools' instructional staff are properly licensed or endorsed (Title I schools: Title I schools: Bayside ES = 100%, Birdneck ES = 98.18%, Brookwood ES = 100%, College Park = 96.36%, Diamond Springs = 100%, Green Run ES = 100%, Holland ES = 94.44%, Luxford ES = 100%, Lynnhaven ES = 100%, Newtown ES = 100%, Parkway = 100%, Point O'View = 100%, Rosemont = 98.33%, Seatack = 100%, Williams = 95%, Bayside 6th = 97.87%, Bayside MS = 98.46%). Upon further review and consultation with HR and Title I, 100% of all Title I instructional staff are properly licensed and endorsed and/or have submitted the proper documents to VDOE in order to receive their license or endorsement. VBCPS works to provide due diligence to the employee and VDOE on ensuring our teachers and instructional personnel are properly licensed and endorsed.</p>
Part 2	<p>Describe strategies to address identified licensure/endorsement issues. (e.g., Praxis, coursework, residencies, etc.)</p> <p>Our human resources and licensure team regularly screens applicants for both license eligibility and quality. Applicants who meet requirements are recommended to principals for consideration. We avoid hiring ineffective teachers by assisting principals with checking/reviewing references and previous evaluations when hiring recommendations are made. As regular practice, we do not hire teachers to teach subjects for which they lack the endorsement. Our team regularly screens applicants for both license eligibility and quality. Applicants who are cleared by licensure are placed in special applicant folders for principals to review. In addition, we counsel teachers, send letters to teachers and their supervisors to keep them informed on their certification renewal requirements and assessments that they require. Our Office of PGI (Professional Growth and Innovation) also works to offer high quality professional learning (PL) to support teachers in receiving licensure renewal points and staying effective in their practice. Multiple PL are offered for teachers to choose from in addition to the job embedded coaching and PL they engage in weekly at their schools from instructional coaches.</p>
Part 3	<p>Describe strategies to support inexperienced teachers. (e.g., mentoring; coaching; targeted professional development, etc.)</p> <p>In addition to the job embedded professional learning, coaching cycles and grade level PLCs and collaborations all teachers receive, they are offered optional PL through PGI (Professional Growth and Innovation) and DTAL (Department of Teaching and Learning) to receive licensure renewal points, stay informed and abreast of the latest research and engage in PL related to curriculum, instruction, assessment, equity, and social emotional learning. We hold ongoing PL for principals, instructional coaches and instructional staff on the topics of trauma informed practices, Responsive Classrooms, equity and social emotional learning. 100% of our schools are PBIS schools and have received consistent training by PBIS coaches and Behavioral Intervention Specialists to ensure the way in which educators respond to the academic and social emotional needs of students are met through equitable and effective instruction, intervention and support. Every elementary school is committed to morning meetings and has undergone training for structures and integration of content through morning meetings. Our curriculum has highlighted social-emotional competencies as well and has embedded multicultural and social emotional themed literature into the curriculum. Our division has a SEL framework and a profile of a graduate and profile of an instructional coach which foster cultural competency and equity for all individuals. Additionally, Title I schools are supported by a resource teacher that works specifically with new teachers in all Title I schools. Three new positions have been added on the division level to support new teachers in elementary, middle, and high schools. These positions are not funded by the grant; however, they do work with Title II coaches to provide specific support to new teachers to build their capacity and support teacher retention.</p>
Part 4	<p>Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc.)</p> <p>In addition to the job embedded professional learning, coaching cycles and grade level PLCs and collaborations all teachers receive, they are offered optional PL through PGI (Professional Growth and Innovation) and DTAL (Department of Teaching and Learning) to receive licensure renewal points, stay informed and abreast of the latest research and engage in PL related to curriculum, instruction, assessment, equity, and social emotional learning. Our division has a deep commitment to equitable practices. We hold ongoing PL for principals, instructional coaches and instructional staff on the topics of trauma informed practices, Responsive Classrooms, equity, culturally responsive practices and social emotional learning. 100% of our schools are PBIS schools and have received consistent training by PBIS coaches and Behavioral Intervention Specialists to ensure the way in which educators respond to the academic and social emotional needs of students are met through equitable and effective instruction, intervention and support. Every elementary school is committed to morning meetings and has undergone training for structures and integration of content through morning meetings. Our curriculum has highlighted social-emotional competencies as well and has embedded multicultural and social emotional themed literature into the curriculum. Our division has a SEL framework and our profile of a graduate and profile of an instructional coach address diversity, cultural competency and equity for all individuals.</p>

J. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title II, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

☒

Yes (If yes, complete the remainder of this page).

☐

No (If no, it is not necessary to complete the rest of this page).

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title II, Part A. (Copies of the notification must be kept on file for monitoring purposes).

☐

Regular Mail

☐

Certified Mail

☒

Telephone Calls

☒

Meetings

☐

Visits to the Private School

☒

Other (Please specify)

Email

3. Determining Set-Asides from Title IIA Budget (These fields will calculate automatically once enrollment figures have been entered).

a. Proposed Budget	1,692,578.35
b. Amount of funds allocated for administration	36,756.01
c. Amount to use for set-aside calculations	1,655,822.34

4. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Proposed Budget	0.00
b. Amount of funds allocated for administration	0.00
c. Amount to use for set-aside calculations	0.00

CALCULATION OF SET-ASIDES

- | | | |
|----|---|--------|
| 5. | What is the PUBLIC SCHOOL DIVISION'S projected K-12 enrollment for the 2022-2023 school year? | 63,365 |
| 6. | <p>Complete the chart below:</p> <ul style="list-style-type: none"> • In column A, list all eligible private schools in the geographic boundaries of the school division. • In column B, indicate the participation status of the listed private school(s) for the 2022-2023 award year, as a result of consultation. • In column C, enter the K-12 enrollment of private schools participating in services for the 2022-2023 award year. • Columns D and E will automatically calculate the value of services for the 2022-2023 award year. • In column F, indicate the method of notification for each private school. | |
| 7. | <p>For the 2022-2023 award year, enter the estimated private school-set aside (Cell H74) onto the Summary Budget Tab under the 'Budget for 2022-2023' column in the appropriate object codes on the 'Private School Set-Aside' lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the 'Private School Set-Aside for 2022-2023' lines.</p> | |

Value of Services for Participating Private Schools from the Title IIA 2022-2023 Budget	Value of Additional Services for Participating Private Schools from the 2022-2023 TRANSFERABILITY Budget	Total value of services for Public Schools from the 2022-2023 Budget	Total Value of Additional Services for Public Schools from the 2022-2023 TRANSFERABILITY Budget
73,825.86	0.00	1,581,996.48	0.00

A	B	C	D	E	F	G
Name of Each Private School	Participation Status for 2022-2023 Award Year? (Yes/No)	K-12 Enrollment	Estimated Value of Services from 2022-2023 Title IIA budget, per school (calculated field)	Estimated Value of Additional Services from 2022-2023 Transferability Funds (calculated field)	Method of Notification (for Non-Participating Schools Only)	Notes
Catholic High School	Yes	442	11,035.18	0.00	Cerified mail	
Chesapeake Bay Academy	Yes	104	2,596.51	0.00	Cerified mail	
Norfolk Christian School-VA Beach Campus	Yes	125	3,120.81	0.00	Cerified mail	
Oaktree Academy	Yes	287	7,165.38	0.00	Cerified mail	
Plaza Baptist Christian Preschool	Yes	20	499.33	0.00	Cerified mail	
St. Gregory the Great	Yes	570	14,230.89	0.00	Cerified mail	
St. John the Apostle	Yes	483	12,058.80	0.00	Cerified mail	
St. Matthew's School	Yes	502	12,533.17	0.00	Cerified mail	
Star of the Sea Catholic School	Yes	222	5,542.56	0.00	Cerified mail	
Strelitz International Academy	Yes	93	2,321.88	0.00	Cerified mail	
Virginia Beach Friends School	Yes	109	2,721.35	0.00	Cerified mail	
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
Approx 41 Non-profit pvt schools Surveyed			0.00	0.00	Cerified mail	
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
Total Private School Set-Asides			73,825.86	0.00		
			Use this Figure for Private School Set-Asides in the 2022-2023 Budget	Use this Figure for Private School Set-Asides in the 2022-2023 Transferability Budget		

K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

VBCPS educators work collaboratively to ensure the overall success (academic, socially, and emotionally) of ALL students. We use differentiated instructional practices and make data-driven decisions about teaching and learning. Special focus is given to the representation of student groups (e.g., students with disabilities, gifted, minority, economically disadvantaged, English learners) in all programs. The division solicits the input of parents and community members often and includes parents and other stakeholders in the strategic planning process. The division uses staff climate survey data to identify opportunities for professional learning, leadership roles and support. The divisions conducts quarterly school support meetings with schools to address performance gaps and discrepancies in discipline data among all reporting groups. Instructional coaches play a critical role in enhancing teacher practice to meet the needs of all learners, support effective IEP goal development, specially designed instruction and support effective interventions as part of our student response team process. During the 21-22 school year, stakeholders participated in the Language Essentials for Teachers of Reading and Spelling (LETRS), including Title II instructional reading coaches, administrators, teachers and special education instructional specialists and coordinators to support the fulfillment of Goal 1 in our Strategic Framework of Educational Excellence. During the 22-23 school year, we plan to include cohorts of teachers, Title I and II instructional coaches and special education teachers in additional LETRS training. Title II funds will not be utilized for this training; however, the training will support instructional coaches in the meeting the needs of learners. Title II instructional math coaches also participated in professional learning sessions during the 21-22 school year related to gaps in mathematics and examined practices related to students with disabilities and across other contexts. The School Board adopted an Equity Policy in 2020, and the division's Office for Diversity, Equity and Inclusion is conducting an equity audit to inform our practices further. VBCPS ensures equity in hiring by visiting local and out-of-state colleges for recruiting and interviewing an array of candidates. VBCPS adheres to the principles of equal opportunity in employment and, therefore, prohibits discrimination in terms and conditions of employment based on race, sex, national origin, color, religion, age, or disability. VBCPS is an equal educational opportunity school system.

EXPENDITURE ACCOUNT DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

1000 PERSONAL SERVICES – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

2000 EMPLOYEE BENEFITS – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

3000 PURCHASED/CONTRACTUAL SERVICES – Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

4000 INTERNAL SERVICES – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

Food Purchases – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

5000 OTHER CHARGES – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

6000 MATERIALS AND SUPPLIES – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

GENERAL ASSURANCES

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

The school division/grantee assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving
 3. The majority of the resources in the school division are derived from nonfederal funds;
 4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular nonfederal funds;
 7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or
 8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
 9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
 10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
 11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
 12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
 13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
 14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section
 16. It will comply with the other application requirements outlined in
 - Section 8501. Private School Children;
 - Section 8502. Bypass; and
 - Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

The school division/grantee assures:

- I. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs;
- II. It will comply with Section 8501 (regarding participation by private school children and teachers);
- III. The plan is based on consultation with a variety of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
- IV. Activities and programs will address the needs of all students, including children with disabilities, English learners, and gifted and talented students;
- V. The funds are expended according to Title II, Part A guidelines for teachers, administrators, other school leaders, and paraprofessional staff only. These guidelines can be found within the guidance document: ESSA Title II, Part A Guidance – Supporting Educators;
- VI. Professional development activities are for teachers, administrators, paraprofessionals, and other school leaders to ensure “high quality” instruction and leadership. These activities should be based on evidence-based research and should adhere to the requirements of high quality professional development; and
- VII. Students in high-poverty or high-minority Title I schools will not be taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools.

Warning.
Enable macros if
indicated

Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Title III, Part A, Language Instruction for English Learners and Immigrant Students

Due by: July 1, 2022
2022-2023

Select the division name from the dropdown box. The division number will auto populate.

School Division: Va Beach City Public Schools
Division Number: 128

Select the appropriate tab(s) and press the "Print" button.

Print Application	
Check Mark	Tab Name
<input checked="" type="checkbox"/> check	<i>Print All Tabs below</i>
<input type="checkbox"/> check	<i>Budget Check</i>
<input type="checkbox"/> check	<i>Narrative</i>
<input type="checkbox"/> check	<i>Budget</i>
<input type="checkbox"/> check	<i>Transferability</i>
<input type="checkbox"/> check	<i>Title III Program</i>
<input type="checkbox"/> check	<i>IY</i>
<input type="checkbox"/> check	<i>Private Schools</i>
<input type="checkbox"/> check	<i>GEPA</i>
<input type="checkbox"/> check	<i>Expenditure Descriptions</i>
<input type="checkbox"/> check	<i>General Assurances</i>
<input type="checkbox"/> check	<i>Program Specific Assurances</i>

Print Reports
Select the tabs to print.
Push this button.

Select the appropriate button to move to the desired section within the application.

Application Directory	
Push This Button to Go to the Desired Page	
Budget Check	
Cover Page <small>(Narrative Tab)</small>	
Budget	
Detailed Budget Breakdown <small>(Budget Tab)</small>	
Transferability	
Detailed Budget Breakdown <small>(Transferability Tab)</small>	
Programs & Services for ELs & Their Families	
Measurable Objectives <small>(Title III Program Tab)</small>	
Title III Program Details <small>(Title III Program Tab)</small>	
Immigrant Children and Youth <small>(IY)</small>	
Private School Participation	
Calculation of Set-Asides <small>(Private Schools Tab)</small>	
General Education Provisions Act <small>(GEPA)</small>	
Expenditure Descriptions	
General Assurances	
Program Specific Assurances	

Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Title III, Part A, Language Instruction for English Learners and Immigrant Students

2022-2023

Autocalculated Budget Check

Note: Only budget errors will display in column D. If column D is blank after the Budget and Transferability tabs have been updated the budgets are balanced.

School Division:	Va Beach City Public Schools
Division Number:	128

Budget Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	
Detailed Budget Breakdown		
	Does the Detailed Budget Breakdown Match the Total Allocation?	

Transferability Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	
Detailed Budget Breakdown		
	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	



Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

A. COVER PAGE

Title III, Part A, Language Instruction for English Learners and Immigrant Students

2022-2023
Individual Program Application

Due by July 01, 2022

Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95

Place an "X" by the applicable response.

☒ Original

☐ Revision :

Revision #

Date:

[Explain](#)

☐ Amendment:

Amendment #

Date:

[Explain](#)

To be Completed by School Division				
Applicant (Legal Name of Agency):	Division Number:	Title III, Part A Coordinator:		
Va Beach City Public Schools	128	Kathleen Cahoon-Newchok		
Mailing Address (Street, City or Town, Zip Code)	Phone:	757-263-1466	Ext:	
2512 George Mason Drive, Virginia Beach, VA 23456	Email:	kathleen.cahoon-newchok@vbschools.com		

2022-2023 Title III, Part A Allocation:	210,666.84	EL Award Amount:	210,666.84	I/Y Award Amount:	
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Divisions that receive an Immigrant Children and Youth (IY) award must complete the "IY" tab after allocations are released.

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

Assurances: The local educational agency assures that the Title III, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.**

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 05/24/22 .

Superintendent's Signature

Aaron C. Spence, Ed.D.
Superintendent's Name

05/24/22
Date

Board Chairperson's Signature

Carolyn T. Rye
Board Chairperson's Name

Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2022. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2022, the electronic application must be received at the Virginia Department of Education by July 01, 2022, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

2022-2023

School Division: Va Beach City Public Schools

Division Number: 128

Title III, Part A, Language Instruction for English Learners and Immigrant Students

APPLICATION INFORMATION

Does the allocation total match the total in cell F24?

Yes

2021-2022 Allocation	2021-2022 Consolidated Yes or No	Eligible Program			2022-2023 Allocation Total
210,666.84	No	Title III, Part A, English Learners: (Total of: a + b; only a; or only b)			210,666.84
		a. EL Subgrant	Subtotal	210,666.84	
		b. Immigrant Children and Youth Subgrant	Subtotal	0.00	
		Title II, Part A Transferability			0.00
		Title IV, Part A Transferability			0.00
		Total Allocation			210,666.84

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, PRIOR APPROVAL IS REQUIRED, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title III, Part A, English Learners (EL Subgrant)	

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title III, Part A, English Learners (EL Subgrant)	

Page 2

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:		Date:		
	Amendment:		Date:		
2.	Revision:		Date:		
	Amendment:		Date:		
3.	Revision:		Date:		
	Amendment:		Date:		
4.	Revision:		Date:		
	Amendment:		Date:		
5.	Revision:		Date:		
	Amendment:		Date:		
6.	Revision:		Date:		
	Amendment:		Date:		
7.	Revision:		Date:		
	Amendment:		Date:		
8.	Revision:		Date:		
	Amendment:		Date:		
9.	Revision:		Date:		
	Amendment:		Date:		
10.	Revision:		Date:		
	Amendment:		Date:		
11.	Revision:		Date:		
	Amendment:		Date:		
12.	Revision:		Date:		
	Amendment:		Date:		

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English Learners (ELs), including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other federal requirements, as well as those under State or local laws.

		Title III, Part A Budget for 2022-2023 Award: S365A220046 Project Codes: APE60509 (IY) & APE60512 (EL)		
		Allocation:	210,666.84	
OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN & YOUTH (IY) SUBGRANT	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
1000 - Personnel Services	Administrative			
	Non-Administrative	120,171.09		
	Private School Set-Aside			
	Total Personal Services	120,171.09	0.00	Yes
2000 - Employee Benefits	Administrative			
	Non-Administrative	36,582.68		
	Private School Set-Aside			
	Total Employee Benefits	36,582.68	0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services	47,560.22		
	Private School Set-Aside			
	Total Purchased/Contracted Services	47,560.22	0.00	Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	Total Internal Services	0.00	0.00	Yes
5000 - Other Charges	Indirect Cost	3,796.41		
	Non-Administrative			
	Private School Set-Aside			
	Total Other Charges	3,796.41	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Materials	2,000.00		
	Private School Set-Aside	556.44		
	Total Materials and Supplies	2,556.44	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		210,666.84	0.00	
TOTAL ALLOCATION		210,666.84		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference	0.00
TOTAL SET-ASIDE		3,796.41		
TOTAL PRIVATE SCHOOL SET-ASIDE		556.44		

NOTES: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.
(2) Administrative costs are limited to 2 percent or less of the EL subgrant award including indirect costs.
(3) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.
(4) Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

D. BUDGET SUMMARY

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A220044 Project Code APE60016		Title IV, Part A, Transferability Award S424A220048 Project Code APE60023	
		0.00		0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM			DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Personal Services	0.00		0.00	Yes
2000 - Employee Benefits	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Employee Benefits	0.00		0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services				
	Private School Set-Aside				
	Total Purchased/Contracted Services	0.00		0.00	Yes
4000 - Internal Services	Internal Services				
	Private School Set-Aside				
	Total Internal Services	0.00		0.00	Yes
5000 - Other Charges	Indirect Cost				
	Non-Administrative				
	Private School Set-Aside				
	Total Other Charges	0.00		0.00	Yes
6000 - Materials and Supplies	Administrative				
	Materials				
	Private School Set-Aside				
	Total Materials and Supplies	0.00		0.00	Yes
8000 - Capital Outlay	Non-Administrative				
	Total Capital Outlay	0.00		0.00	Yes
TOTAL BUDGET		0.00		0.00	
TOTAL SET-ASIDE		0.00		0.00	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00		0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference	0.00

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES

Federal Civil Rights Requirements

Divisions must provide programs and services for the education of English Learners (ELs) under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), Lau v Nichols (1974), Castañeda v Pickard (1981) and other civil rights laws and federal statutes and guidance. Federal funds, including Title III, cannot be used to meet the federal requirements for ELs. Under the Castañeda standards, programs and services for ELs should: 1) be based on effective education theory and/or research recognized by legitimate experts in the field; 2) be implemented with fidelity and adequate resources to ensure a realistic chance of success within a reasonable timeframe; and 3) lead to improved academic outcomes within this reasonable timeframe.

Description of an Effective LIEP Supported by Local and/or State Funds: The division must implement an effective language instruction educational program (LIEP) in order to meet the needs of ELs and demonstrate success in increasing their English language proficiency and student academic achievement.

Narrative Boxes:

Box 1:	Using Local and/or State Funds: Using Local and/or State Funds: Describe how instruction is delivered to ELs at varying proficiency levels and grade span levels to develop their English language proficiency and increase their ability to meet challenging State academic standards. Include specialized programs for newcomer ELs, SLIFE, “opt-out” ELs, dually-identified ELs, ELs at higher proficiency levels, long-term ELs, if applicable.
The English learner (EL) student population in Virginia Beach City Public Schools (VBCPS) represents approximately 3.3% of the school division's student population with the ESL program servicing more than 2,000 students. Except for Title III funds, one Title-I funded ESL teacher, and one CARES Act ESSER-funded ESL teacher, the local budget and state monies fund the VBCPS ESL program. VBCPS has 43 locally-funded ESL teachers. The foundation of the ESL program is the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards coupled with the state Standards of Learning and the school division’s curricular objectives. At the elementary level, active and opt-out ELs are clustered in one teacher's classroom per grade level (as long as the number of ELs does not exceed one-third of the class size; if so, there may be more than one cluster teacher). The ESL teacher pushes in the grade-level, EL cluster content classrooms, differentiating instruction for the varying levels of ELs while teaching the English language through the content area. Elementary ESL teachers also pull-out small groups of newcomers and other ELs for intensive English language development instruction. In middle school, all ELs, including opt-out ELs, are clustered in core classrooms per grade level; in this inclusive model, the ESL teacher pushes in with the EL cluster during core classes to provide differentiated instruction for the clustered English learners. Additionally, ELs at WIDA ELD levels 1-2.5 receive intensive English language development instruction in an ESL elective class. This class is mandatory for levels 1-2.5 and optional for ELs levels 2.6-4.3. The high school program is a pull-out program in which each high school offers three distinct courses for ELs: English as a Foreign Language I (EFL I), English as a Foreign Language II (EFL II)/ English as a Foreign Language III (EFL III) (EFL II and EFL III are taught concurrently), and ESL Effective Reading Skills. A high school newcomer program is based at one high school and is offered to eligible ELs who attend any VBCPS high school. Then newcomer program is a two-semester program that welcomes recently-arrived ELs with limited or interrupted formal education; the program assists them with the development of English social and academic language and aids students in their adaptation to a new culture. All EL students, if eligible, are provided the same opportunities as their English-speaking peers (i.e., special education, gifted education, PALS, Read 180, System 44, AVID, SOL tutoring, sports, summer school, etc.). Additionally, local funds support an ESL summer school program for secondary students at levels 1.0-2.9. The purpose of this summer program is to provide intensive English language development instruction for secondary ELs at lower ELD levels.	

Box 2:	Using Local and/or State Funds: Describe the division’s plan to provide effective professional development that specifically relates to the identification and teaching of ELs as identified in Box 1.
Much professional development for educators of English learners (ELs) continues to be funded by the local budget. School administrators overseeing the ESL program in their buildings attend a mandatory session regarding Title III compliance and the ESL program. All teachers, PreK-12, participate in divisionwide mandatory training on the framework for teaching and learning and specific academic discipline training/curriculum updates. ESL teachers annually attend mandatory training regarding ESL program instruction, compliance, the English Learner Team/EL Committee procedures, ELP assessments, and the tracking of ELs, opt-out ELs, and former ELs in the student information system. Additionally, ESL teachers attend monthly professional development sessions during the school day and new ESL teachers have additional time built into these meetings to receive extra support. Moreover, ESL and classroom teachers have been invited to participate in professional learning sessions offered by VBCPS on the topics such as strategies and supports for ELs in the content areas, oral language and literacy for elementary and secondary newcomer English learners, teaching reading to ELs, engaging ELs through the use of interactive notebooks, vocabulary instruction, and advocating for ELs. These sessions are offered twice a school year to PreK-12 classroom teachers and administrators. Designated staff from participating private schools are offered the opportunity to attend VBCPS ESL professional development sessions in support of the equitable services provision.	

Implementation of an Effective LIEP Supported by Local and/or State Funds: The division must carry out a comprehensive analysis of the EL population within the division in order to 1) design programs and services that will meet the needs of students; and 2) to determine the necessary resources for an effective implementation of the LIEP.

Box 3:	Provide the following information regarding the division-wide EL population for SY 2021-2022	
The number of ELs division-wide (Level 1-4.3)		1888
The percentage of ELs who reached proficiency (4.4+ on the ACCESS for ELLs assessment)		16.1
The percentage of ELs who made progress toward reaching proficiency		50
The number of endorsed ESL teachers directly serving ELs		45

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 4:	Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level (example: K- x number of minutes, x times a week, 1-5, 6-8, 9-12 etc. or Level 1 students x number of minutes, x times a week, Level 2, Level 3, Level 4 etc.).
ELEMENTARY: Minutes per week: Grades 3-5 ELP levels 1 and 2: minimum of 120 minutes per week and 2 sessions per week; grades 3-5 levels 3 and 4 and grades 1-2 levels 1-3: minimum of 60 minutes per week and 2 sessions per week; grades 1-2 level 4 and grade kindergarten levels 1-4: minimum of 50 minutes per week and 2 sessions per week. MIDDLE SCHOOL (grades 6-8): ELP levels 1.0-2.9: minimum 120 minutes per week; levels 2.6-3.9: minimum 60-90 minutes per week; levels 4.0-4.4: minimum 60 minutes per week. ELs enrolled in an ESL elective class by grade level receive a minimum of approximately 100-150 minutes per week. HIGH SCHOOL: Courses are offered on an A/B block schedule; therefore students receive approximately 180-270 minutes per week.	

Evaluation of the Effectiveness of the LIEP Supported by Local and/or State Funds: The division must evaluate the LIEP to determine its effectiveness in helping ELs make progress toward achieving English proficiency, exit the LIEP, and meet challenging State academic standards within a reasonable timeframe.

Box 5:	<p>Describe the division’s procedures to evaluate programs and services for ELs. Include the following information:</p> <ul style="list-style-type: none">• A timeline for evaluation;• The titles of stakeholders involved in the evaluation process; and• The data collected by the division to determine the effectiveness of the LIEP. Data elements may include:<ul style="list-style-type: none">• EL academic achievement indicators by grade span or content area,• Specific LIEP secondary courses,• Student or parent surveys,• EL graduation rates,• ELs with disabilities,• Long Term ELs,• SLIFE (added for 2022), and• Formerly ELs (4.4+ on the ACCESS for ELLs assessment).
<p>The Office of Planning, Innovation and Accountability (PIA): Office of Research and Evaluation is engaged in a multi-year evaluation of the ESL program. In 2017-18, the evaluation plan was developed with program managers, including the identification of measurable goals and objectives that would be assessed. The goals focused on professional learning for staff; choices and opportunities available to ELs; ELs’ social and emotional development; ELs’ development of English language proficiency; and providing parents of ELs with supports/services needed to participate in their child’s education. The recommendations were: #1: Begin a 3-year evaluation during 2018-19 focused on evaluating the implementation of the ESL program with a year-1 report presented to the School Board in fall 2019; #2: Continue the evaluation of the program during 2019-20 maintaining the focus on implementation with a year-2 report presented to the School Board in fall 2020; and #3: Conduct the final evaluation of the program during 2020-21 shifting the focus from implementation to program effectiveness in terms of student outcomes with a year-3 comprehensive evaluation report presented to the School Board in fall 2021. In 2018-19, qualitative data were collected through meetings with program managers, document reviews, and open-ended survey questions. Quantitative data were gathered from Student Record Collection reports and through surveys. Surveys included staff and students who indicated another language was spoken at home. On 02/11/20, the recommendations presented to the School Board were: #1: Continue the ESL program with modifications noted in recommendations 2 through 6; #2: Develop a plan to provide translation and interpretation services when needed to communicate with parents/families of ELs; #3: Implement new strategies to improve communication and collaboration between ESL and classroom teachers; #4: Enhance professional learning related to ESL instruction by providing expanded professional learning opportunities for ESL teachers and encouraging classroom teachers to participate in ESL-related professional learning; #5: Expand the availability of ESL instructional materials and resources; #6: Encourage EL students to participate in a variety of curricular options to help them reach their goals. In 2019-20, EL student data were collected from the data warehouse as well as through surveys of staff, EL students, and EL parents. On 10/27/2020, the recommendations presented to the School Board were: #1: Continue the ESL program with modifications noted in recommendations 2 through 4; #2: Continue working on recommendations from the year-one evaluation focused on communication and collaboration between ESL and classroom teachers; professional learning for classroom teachers of ELs; and availability of ESL instructional materials; #3: Ensure ELs are clustered in classrooms at the elementary and middle school levels to the greatest extent possible; #4: Review the high school model due to lower staff agreement percentages, decreases in staff satisfaction, and the percentage of eligible ELs opting out of services. In 2020-2021, EL student data were collected from the data warehouse as well as through surveys of staff, EL students, and EL parents; translation and interpretation usage data was also analyzed, as well as operational components of the ESL program, student characteristics, the extent to which goals were met, stakeholder perceptions, the impact of pandemic on supporting EL students, and actions taken regarding year-two recommendations. On 2/22/2022, the recommendations presented to the School Board were: Continue the ESL program with modifications noted in recommendations 2 and 3; Recommendation #2: Continue working on recommendations from the year-two evaluation focused on: Clustering EL students in classrooms at the elementary school and middle school levels, communication and collaboration between ESL and classroom teachers, and professional learning for classroom teachers of EL students; Recommendation #3: Conduct an evaluation update during 2021-2022 focused on: Progress of EL student English language development, Academic performance of former EL students compared to non-EL peers, and Progress related to the comprehensive evaluation recommendations.</p>	

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 6:	If applicable describe the LIEP modifications to be introduced to address specific concerns identified in the evaluation process.
<p>Regarding Recommendation # 1, the ESL program will continue with modifications as noted in recommendations 2 and 3. Regarding clustering EL students in elementary and middle school levels, the Department of Teaching & Learning (DTAL) will continue to disseminate a principals' memo in the spring describing the need for schools to cluster students by grade level, with the recommendation that no more than one-third of a class consist of ELs. New for the 2022-2023 school year, the ESL program will require schools to report the names of their cluster teachers to DTAL. Moreover, ESL and general education teachers will continue to have opportunities to participate in professional learning focused on collaboration/best practices for working with ELs, and all teachers have access to information for their English learners, including language proficiency levels and accommodations. DTAL has contracted with Ellevation and has implemented the data platform, which allows ESL and general education teachers to readily access EL data. Additionally, DTAL will continue to provide monthly professional learning for ESL teachers, monthly meetings for new ESL teachers, and professional learning for general education teachers in high-interest/high-need ESL topics. Furthermore, the ESL program will continue to collaborate with PIA on the evaluation update during 2021-2022 focused on the progress of EL student English language development, the academic performance of former EL students compared to non-EL peers, and progress related to the comprehensive evaluation recommendations.</p>	

Outreach to Limited English Proficient (LEP) Parents, Families, and Community Organizations: The division must communicate meaningfully with LEP parents, families, and community organizations, and must notify LEP parents in a timely fashion in a language they can understand about programs, services, or activities that are made available to the general student population.

Box 7:	Using Local and/or State Funds: Describe how the division provides outreach to LEP parents and families to allow them the opportunity to participate in their student’s education. Include how the division provides language assistance, such as third party vendors, contracted interpreters and translators, or telephone or digital language services, to parents who may require it.
<p>Division information is posted on the VBCPS public website, and parents are given the option of selecting a language other than English for translation purposes. VBCPS has contracted with the company Voiance to provide interpretation and translation services. Each school has access to Voiance phone interpretation services. Additionally, ESL program documents, including the annual parent notification letter, the home language survey, and the ESL services opt-out form, as well as division documents such as registration documents and gifted services application documents, are translated into the top four non-English languages (Spanish, Tagalog, Vietnamese, and Mandarin Chinese) spoken by VBCPS students. VBCPS also has a cover letter for interpretation requests that is translated into the top ten non-English languages (Spanish, Tagalog, Vietnamese, Mandarin Chinese, French, Italian, Japanese, Russian, Turkish, and Arabic). If parents need help understanding a school-related document that is not translated, they may complete this document to schedule a time to utilize Voiance phone interpretation services for assistance. Each school in Virginia Beach is required to host meetings at least twice during the school year strictly for parents/guardians and extended families of English learners. Meetings may be held to acclimate parents to the school, to involve them in the education of their child(ren), to respond to their questions, concerns, and recommendations, and to establish a parent network. Parents are invited by flyer, phone, and/or email. Meeting topics may be customized to the English learner population at each school. Meeting invitations/flyers, agendas, attendance, and handouts are documented. Additionally, the Office of Family and Community Engagement has hired several bilingual Family Outreach Representatives (FORs) who has established HispanicVoice and AsianVoice family empowerment groups to provide an anonymous, safe place for families to discuss their experience with the school division, get access to important information, and develop a sense of connection and trust with Virginia Beach City Public schools. The FOR also works to create better accessibility of information for Spanish-speaking families.</p>	

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 8:	Coordination of Service. Describe the partnership between this program community, organizations, and other local, state and/or federal programs within the division. Possible services could include: community partnerships, specialized programs, such as the gifted program, college and career readiness, special education, preschool, Title I, Title II, and Title IV.
<p>Local funds coupled with state SOQ funds support the costs of the VBCPS ESL program (Title III coordinator, ESL teachers, teacher travel between schools, an office associate, instructional needs, programs and software, assessment needs, professional development for administrators, ESL teachers, classroom teachers, ESL program committee work, core language program training, etc.). All Title I schools receive services from an ESL teacher. English learners from participating private schools are offered VBCPS ESL services in support of the equitable services provision; additionally, participating private schools are offered ESL program professional development. Eligible VBCPS EL students may participate in PALS, reading remediation, mathematics remediation, special education services, gifted services, Independent Reading for Middle School Students (Read 180, System 44), Effective Reading Skills for High School Students (Read 180, System 44), AVID, etc. Title I supports the cost of an additional ESL teacher who provides supplementary support for English learners at identified Title I schools. Title II, Title IV, and Title III collaborate on private school outreach/consultation meetings to support the provision of equitable services for private schools. Additionally, the ESL program collaborates with the gifted program to help ensure equitable identification of ELs as gifted, the ESL program collaborates with the special education program to provide training for schools regarding ELs and special education, and the ESL program collaborates with career and tech ed programs to help increase EL enrollment in specialized programs.</p>	

Application ESSA Compliance Components using Title III Funds

Sec. 3115(g) Supplement Not Supplant: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State and local funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, state and local public funds.

Sec. 3115(c)(1-3) Required Subgrantee Activities using **Title III Funds**

Box 9:	Describe how the LEA will use Title III funds to provide supplemental support to help ELs increase EL proficiency and meet the challenging State academic standards. This may include providing resources, materials, personnel, curriculum enhancement, coordination with other programs and creative initiatives to support an effective LIEP. This description should align with expenditures outlined in the Budget Summary and Detailed Budget Description.
<p>In order to help ELs increase English proficiency and meet the challenging State academic standards, Title III funding is used to fund the salary and benefits of an English learner instructional specialist. These expenditures meet the Title III supplement not supplant requirement as the English learner instructional specialist position is supplemental to the core language program and has never been funded by the local budget. Duties of the English learner instructional specialist include mentoring teachers new to the ESL program, including support with lesson planning and implementation of the WIDA standards; coaching and providing assistance to ESL and classroom teachers regarding best-practice instruction of ELs; assisting teachers with EL student scheduling; and coordinating and presenting professional learning for educators of ELs on topics such as the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition. Additionally, funds are used to support costs for staff to attend professional learning opportunities, focused upon supporting English learners, offered by organizations such as Southeastern Teachers of English to Other Languages (SETESOL), Virginia Teachers of English to Other Languages (VATESOL), Teachers of English to Other Languages (TESOL), the Virginia English learners Supervisors' Association (VESA), and the Virginia Department of Education (VDOE). Furthermore, Title III funds are used to support the Ellevation data platform, which allows administrators, ESL, and classroom teachers to access EL student data, supports digital English learner meetings for accommodation planning and monitoring purposes, and provides federally-mandated documents in multiple languages. Also, Title III funds are used for ESL family engagement liaison stipends and food items for family engagement activities.</p>	

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 10:	<p>Describe how the LEA will use Title III funds to provide supplemental support for effective professional development (PD) to support: 1) classroom teachers, 2) principals, 3) support staff, 4) administrators, and 5) others. This description should align with expenditures outlined in the Budget Summary and Detailed Budget Description.</p> <p>Title III funding will be used to fund the salary and benefits of an English learner instructional specialist. These expenditures meet the Title III supplement not supplant requirement as the English learner instructional specialist position is supplemental to the core language program and has never been funded by the local budget. The English learner instructional specialist's duties include coordinating and developing a variety of professional development sessions relative to content area research and instruction of English learners as well as assisting teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs. Professional development sessions include topics such as the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition. Teachers, administrators, and other educators of ELs PK-12 are invited to attend these professional development sessions. Additionally, funds will continue to be used to support costs for staff to attend professional learning opportunities, focused upon supporting English learners, offered by organizations such as Southeastern Teachers of English to Other Languages (SETESOL), Virginia Teachers of English to Other Languages (VATESOL), Teachers of English to Other Languages (TESOL), the Virginia English learners Supervisors' Association (VESA), and the Virginia Department of Education (VDOE).</p>
Box 11:	<p>Describe how the LEA will use Title III funds to provide supplemental support to parent, family and community engagement activities. You may identify strategies used in coordination with other related programs, such as Title I, Part A, college and career readiness, and preschool programs. This description should align with expenditures outlined in the Budget Summary and Detailed Budget Description.</p> <p>The English learner instructional specialist will work with teachers and other educators to promote parental, family, and community participation in LIEP programs. Title III funding is also used for stipends for family engagement liaisons at multiple schools; these liaisons focus on working with/supporting English learner families. In the 2021-2022 school year, Title III is funding stipends for family liaisons at multiple elementary, middle, and highs schools with high EL populations. Additionally, Title III funds are also used to purchase food items to support attendance at family engagement activities.</p>

G. MEASURABLE OBJECTIVES

Section 1 - REQUIRED 2022-2023

Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications.

Describe the division's progress towards meeting measurable objectives identified in previous applications:

- Specify the measurable objective to which you are referring,
- Specify the application year (2020-21 or 2021-2022),
- Specify the original data goals and then the data results for each measurable objective, and
- Address the activities implemented and the progress made towards reaching the measurable objective.

Measurable Objective 1:

Measurable Objective 1 for previous application year 2021-2022 is as follows: Based on Virginia's Consolidated State Plan, for accountability year 2021-2022, at least 52% of English learners will demonstrate progress in working toward English language proficiency as measured by the spring 2022 ACCESS for ELLs 2.0. VBCPS has not yet received 2022 ACCESS scores. However, for students with 2020 and 2021 ACCCESS scores, 50% of ELs overall made the required proficiency level gains as defined by VDOE. 47% of K-2 students overall made the required proficiency level gains, 56% of grades 3-5 student overall made the required proficiency level gains, and 46% of grades 6-12 overall made the required proficiency level gains. For the K-2 subgroup, 41% of students at levels 1.0-2., 47% of students at levels 2.5-3.4, and 60% of students at levels 3.5-4.4 demonstrated the required proficiency level gains. For the grades 3-5 subgroup, 39% of students at levels 1.0-2., 56% of students at levels 2.5-3.4, and 61% of students at levels 3.5-4.4 demonstrated the required proficiency level gains. For students in the grades 6-12 subgroup, 40% of students at levels 1.0-2., 55% of students at levels 2.5-3.4, and 45% of students at levels 3.5-4.4 demonstrated the required proficiency level gains. In order to help VBCPS meet the objective, the ESL program implemented ESL elective classes at the middle school level and added the course EFL III at the high school level in 2021-2022. Additionally, the ESL program reviews ESL teacher caseloads at the end of each school year to ensure equity across the division and plan ESL teacher school assignments for the upcoming school year. ESL teacher caseloads are also reviewed at the end of first quarter and adjustments made to ESL teachers' school assignments/caseloads as needed. Moreover, the English learner instructional specialist supports teachers new to the ESL program, provides instructional assistance to ESL staff, and coaches and provides professional development for ESL teachers and classroom teachers of EL students. The English learner instructional specialist coordinates and develops a variety of professional development sessions relative to content area research and instruction of English learners, assists teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs, and promotes parental, family, and community participation in LIEP programs.

Measurable Objective 2:

Measurable Objective 2 for previous application year 2021-2022 is as follows: For accountability year 2021-2022, a minimum of 16.26 percent of English learners will attain English proficiency according to the 2022 ACCESS for ELLs. VBCPS has not yet received 2022 ACCESS scores. However, for students who took the spring 2021 ACCESS, 16.1% achieved English proficiency. In order to help VBCPS meet the objective, the ESL program implemented ESL elective classes at the middle school level and added the course EFL III at the high school level in 2021-2022. Additionally, the ESL program reviews ESL teacher caseloads at the end of each school year to ensure equity across the division and plan ESL teacher school assignments for the upcoming school year. ESL teacher caseloads are also reviewed at the end of first quarter and adjustments made to ESL teachers' school assignments/caseloads as needed. Moreover, the English learner instructional specialist supports teachers new to the ESL program, provides instructional assistance to ESL staff, and coaches and provides professional development for ESL teachers and classroom teachers of EL students. The English learner instructional specialist coordinates and develops a variety of professional development sessions relative to content area research and instruction of English learners, assists teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs, and promotes parental, family, and community participation in LIEP programs. The English learner instructional specialist supports educators in areas such as implementing the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition.

Measurable Objective 3:

Measurable Objective 3 for previous application year 2021-2022 is as follows: For accountability year 2021-2022, 100 percent of new ESL teachers will receive mentoring and EL professional development. In the 2021-2022 school year, VBCPS hired one new ESL teacher as of November 2022. This teacher worked closely with the English learner instructional specialist and attended optional after school meetings (held by the instructional specialist) for first and second year ESL teachers. Furthermore, the ESL program had planned to hold monthly meetings for all ESL teachers during the 2021-2022 school year, with additional time built in for new teacher mentoring; however, beginning in October 2021, VBCPS no longer allowed teachers to attend professional development during the school day. Instead, the ESL program offered optional, after-school "check-in" sessions at least once per month for teachers by grade cluster (elementary, middle, and high). At these sessions, ESL teachers received updates from ESL program administration and had the opportunity to have any questions answered.

Measurable Objective 4:

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

Section 2 - REQUIRED 2022-2023

1. State up to five measurable objectives, each incorporating the four components, that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

What is a Measurable Objective?
A measurable objective has four components:
1) **Subject** (Who is the target or focus?);
2) **Behavior** (What will be changed/improved?);
3) **Specific criteria** for assessing improvement, readiness, or achievement and tools to be used to measure effectiveness; and
4) **Time period** for performance or assessment.

Measurable Objective 1:

Based on Virginia's Consolidated State Plan, for assessment year 2022-2023, at least 56% of English learners will demonstrate progress in working toward English language proficiency as measured by the spring 2023 ACCESS for ELLs 2.0.

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

ESL teachers will track English learner students' English language acquisition and academic performance, review EL students' permanent records, and analyze EL student data for trends and patterns to determine the need for additional support/professional development for ESL and classroom teachers. The English learner instructional specialist will support teachers new to the ESL program, provide instructional assistance to ESL staff, coach and provide professional development for ESL teachers and classroom teachers of EL students. The English learner instructional specialist will coordinate and develop a variety of professional development sessions relative to content area research and instruction of English learners, assist teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs, and promote parental, family, and community participation in LIEP programs. The English learner instructional specialist will support educators in areas such as implementing the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition. Additionally, the ESL program will continue to review ESL teacher caseloads periodically throughout the school year and make adjustments to ESL teachers' school assignments/caseloads as needed in order to ensure equity of ESL services across the division.

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

In 2020-2021, 16.1 percent of English learners attained English proficiency according to the 2021 ACCESS for ELLs. VBCPS has not yet received 2022 ACCESS for ELL scores. For assessment year 2022-2023, a minimum of 16.1 percent of English learners will attain English proficiency according to the 2023 ACCESS for ELLs.

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

ESL teachers will track English learner students' English language acquisition and academic performance, review EL students' permanent records, and analyze EL student data for trends and patterns to determine the need for additional support/professional development for ESL and classroom teachers. The English learner instructional specialist will support teachers new to the ESL program, provide instructional assistance to ESL staff, coach and provide professional development for ESL teachers and classroom teachers of EL students. The English learner instructional specialist will coordinate and develop a variety of professional development sessions relative to content area research and instruction of English learners, assist teachers and school leaders to develop and enhance their capacity to provide effective instructional programs designed to support ELs, and promote parental, family, and community participation in LIEP programs. The English learner instructional specialist will support educators in areas such as implementing the WIDA ELD Standards, literacy instruction for ELs, culturally responsive teaching, "sheltered" instruction strategies and supports, co-teaching/collaboration, differentiated instruction/assignments/assessments for ELs, and best practices in second language acquisition. Additionally, the ESL program will continue to review ESL teacher caseloads periodically throughout the school year and make adjustments to ESL teachers' school assignments/caseloads as needed in order to ensure equity of ESL services across the division.

Measurable Objective 3:

For accountability year 2022-2023, 100 percent of new ESL teachers will receive mentoring and EL professional development.

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

The ESL program will provide monthly, mandatory ESL teacher professional development throughout the 2022-2023 school year, including additional time for new ESL teachers to receive additional training. The English learner instructional specialist will lead professional development that will focus on topics such as the WIDA ELD standards, literacy instruction for ELs, advocacy, social-emotional learning for ELs, culturally responsive teaching, and differentiating instruction for English learners.

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

Measurable Objective 5:

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

H. TITLE III PROGRAM DETAILS

Possible Subgrant Activities

Sec. 3116(d)(1-9) – Possible Subgrantee Activities: Place an X next to the activities below if you will use Title III funds in 2021-2022 to provide these activities.

Box A.

Possible Activities Serving ELs in LEAs Receiving Title III Funds	Place an X to Show How Funds Will be Used This Year 2022-2023
Supporting the development and implementation of LIEPs	x
Enhancing existing LIEPs and programs for restructuring and reforming schools with EL populations	x
Supporting implementation of school wide programs	x
Professional development to teachers and other personnel serving Els	x
Parent, family and community engagement activities	x
Supporting the development and implementation of pre-school programs	
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	x
Improving instruction of ELs with disabilities	
Providing tutorials, career and technical education	
Offering programs to help ELs achieve success in post-secondary education	
Other (if other, do not mark with an X, briefly describe the activity conducted in the white box)	

Sec.3201(7) of the ESEA – Identify the language(s) of instruction if your LEA provides the Transitional Bilingual, Dual Language or Two-way Immersion Programs . If you do not provide these LIEPs, mark Not Applicable (N/A).

Box B.

LIEPs	Language of Instruction (if applicable)
Transitional Bilingual	N/A
Dual Language or Two-way Immersion	Spanish

I. IMMIGRANT CHILDREN & YOUTH (IY) FUNDS UNDER TITLE III

Complete if IY funds are allocated

Purpose of Immigrant Children and Youth (IY) Funds

Under Section 3114 of the ESEA, Immigrant Children and Youth (IY) funds may be used for supplemental services to improve the academic achievement of IY students including activities that increase the knowledge and skills of teachers who serve IY students. All services provided to IY students using IY funds must supplement, and not supplant, the services that must be provided to IY students under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. Immigrant Children and Youth (IY) funds must solely be expended on programs and services for immigrant students or their families.

Description of Program and Services for Immigrant Students

Describe how the division will use Immigrant Children and Youth (IY) funds to provide enhanced instructional opportunities specifically for immigrant students or their families.

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students or their families.

J. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title III, Part A. (ESEA Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there eligible private schools in the school division's attendance area? Mark *Yes* if you have Private Schools, even if they refuse funds.

x

Yes (If yes, complete the remainder of this page.)

No (If no, it is not necessary to complete the rest of this page.)
2. Place an "X" in the appropriate block(s) to indicate how private schools were notified of the availability of equitable services funded by Title III, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

Regular Mail

Certified Mail

xTelephone Calls

Meetings

Visits to the Private School

Other (Please specify) Email

3. How many English Learners Level 1-4.3 received services in the public school division for the 2021-2022 school year?

1,888

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered).

a. Title III Budget	210,666.84
b. Proportionate Share	556.44
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	556.44

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Title III Budget	0.00
b. Proportionate Share	0.00

CALCULATION OF SET-ASIDES

6. For the **2022-2023** award year, enter the estimated private school-set aside onto the Title III Budget tab under the “Budget for **2022-2023**” column in the appropriate object codes on the “Private School Set-Aside” lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the “Private School Set-Aside for **2022-2023**” lines.
7. Complete the chart below:
 - In Column A, list all eligible private schools in the school division.
 - In column B, indicate the participation status of the listed private school(s) for the **2022-2023** award year, as a result of consultation.
 - In Column C, enter number of English learner students in private schools participating in services for the **2022-2023** award year. **Only complete if you answered yes in column B.**
 - In Column D, enter the description of services provided for participating children. **Only complete if you answered yes in column B.**
 - Column E will automatically calculate the value of services for the **2022-2023** award year.

A	B	C	D	E	F
Private Schools	Participation Staus for 2022-2023 Award Year? (Yes/No)	Number of Identified Students	Description of Services	Estimated Value of Services from 2022-2023 Title IIIA Budget, Per School	Estimated Value of Additional Services from Transferability Funds
Abundant Life Ministries	No			0.00	0.00
All Saints' Day School	No			0.00	0.00
Anchor Christian School	No			0.00	0.00
Bayside Presbyterian Preschool and Kindergarden	No			0.00	0.00
Beach Day School	No			0.00	0.00
Cape Henry Collegiate School	No			0.00	0.00
Catholic High School	Yes			0.00	0.00
Chesapeake Bay Academy	Yes	1		111.29	0.00
Enoch Christian Academy	No			0.00	0.00
Forever Young Montessori School and Day Care	No			0.00	0.00
Galilee Montessori School	No			0.00	0.00
Gateway Christian Academy	No			0.00	0.00
Grace River Academy	No			0.00	0.00
Holy Family Day School	No			0.00	0.00
Hope Academy	No			0.00	0.00
Ivy League Christian Academy	No			0.00	0.00
Kempsville Academy-Barefoot	No			0.00	0.00
Kempsville Presbyterian Church Day School	No			0.00	0.00
Kempsville Child Development Center	No			0.00	0.00
Kids of Grace Preschool and Kindergarten	No			0.00	0.00
London Bridge Baptist Preschool and Kindergarden	No			0.00	0.00
New Light Baptist School of Excellence	No			0.00	0.00
Norfolk Christian Schools - Va Beach Campus	No			0.00	0.00
Oaktree Academy	No			0.00	0.00
Old Donation Day School	No			0.00	0.00
St. Gregory the Great	Yes	1		111.29	0.00
St. John the Apostle	Yes			0.00	0.00
St. Matthew's School	Yes	3		333.86	0.00
Star of the Sea Catholic School	Yes			0.00	0.00
Stratford Preschool	No			0.00	0.00
Strelitz International Academy	No			0.00	0.00
Tabernacle Baptist Academy	No			0.00	0.00
The Goddard School	No			0.00	0.00
Tidewater Classical Academy	No			0.00	0.00
VB Friends School	No			0.00	0.00
Total Identified Students		5	Total Private School Set-Asides	556.44	0.00
				Use this Figure for Private School Set-Asides in the 2022-2023 Budget	Use this Figure for Private School Set-Asides in the 2022-2023 Transferability Budget

K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

The English learner instructional specialist (ELIS) will provide instructional support and teacher assistance to the ESL and classroom teachers in all schools. Additionally, the ELIS will coordinate, develop and provide PreK-12 staff development to teachers in Virginia Beach relative to second language acquisition and best practices regarding the instruction of English learners. Virginia Beach City Public Schools is strongly committed to equal access for and treatment of all students, families, employees, and the general public. The division's policy of non-discrimination provides equal access to and participation in courses, programs, services, and materials. VBCPS will meet the American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in languages other than English or in other formats, as needed, to meet the needs of those served through grant-funded programs.

VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage involvement of diverse stakeholders representative of the programs served in the planning and implementation of programs funded by the Title III grant.

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

1000 PERSONAL SERVICES – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

2000 EMPLOYEE BENEFITS – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

3000 PURCHASED/CONTRACTUAL SERVICES – Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

4000 INTERNAL SERVICES – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

Food Purchases – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

5000 OTHER CHARGES – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).

Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

6000 MATERIALS AND SUPPLIES – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

GENERAL ASSURANCES

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

The school division/grantee assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -

A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:

1. It will maintain fiscal effort in support of free public education;

2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;

3. The majority of the resources in the school division are derived from nonfederal funds;

4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;

5. It will comply with the audit requirements for each program;

6. The federal funds are used to supplement, not supplant regular nonfederal funds;

7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;

8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;

9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;

10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency’s or the Secretary’s duties;

11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;

12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;

13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;

14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;

15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;

16. It will comply with the other application requirements outlined in

Section 8501. Private School Children;

Section 8502. Bypass; and

Section 8521. Maintenance of Effort under Title VIII –Other Provisions;

17. It will ensure that funds are expended in accordance with the school division’s approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
- D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
- E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

Title III funds cannot be used for academic programs and LIEP services provided to ELs that are required under other local, state, and federal laws to include Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA). The division will comply with the supplement, not supplant, provisions as described below:

Section 3115

(g) SUPPLEMENT, NOT SUPPLANT - Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

The school division/grantee assures:

- I. It will include in the plan under ESEA Section 3114 a certification that all teachers in any LIEP are, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
- II. All ELs will be identified within 30 days of enrollment
- III. It will comply with the parental notification requirements as described below:

A Each eligible entity using funds provided under this title to provide a LIEP shall, not later than 30 days after the beginning of the school year, inform a . parent or the parents of ELs identified for participation in, or participating in, such program of —

1. the reasons for the identification of their child as an EL and in need of placement in a LIEP;

2. the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;

3. the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;

4. how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;

5. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;

6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;

7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and

8. information pertaining to parental rights that includes written guidance —

a. detailing —

(i). the right that parents have to have their child immediately removed from such program upon their request; and

(ii). the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

b. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
- Page 38
- 4/29/2022
- Title III, Part A
Individual Application

PROGRAM SPECIFIC ASSURANCES

- B. RECEIPT OF INFORMATION- The information required to be provided under subsection (a) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- IV.

It will comply with the Parents Right-to-Know requirements in ESEA Section 1112(e);
- V.

It will annually assess the English proficiency of all ELs participating in programs funded under this part;
- VI.

It will base its proposed plan on effective research on teaching ELs;
- VII.

It will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
- VIII.

It will not violate any state law, including state constitutional law, regarding the education of ELs, consistent with ESEA Sections 3125 and 3126;
- IX.

It consulted with teachers, researchers, school administrators and other school personnel, parents and family members, community members, public or
- X.

It will, if applicable, coordinate activities and share relevant data under the plan with local Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers; and
- XI.

Immigrant children and youth (IY) funds will be specifically targeted to eligible immigrant students and their families.

Warning.
Enable macros if
indicated

Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Title IV, Part A, Student Support and Academic Enrichment Grants

Due by: **July 1, 2022**
2022-2023

Select the division name from the dropdown box. The division number will auto populate.

School Division: Va Beach City Public Schools
Division Number: 128

Select the appropriate tab(s) and press the "Print" button.

Print Reports	
Check Mark	Tab Name
<input type="checkbox"/> check	Print All Tabs Below
<input type="checkbox"/> check	Budget Check
<input type="checkbox"/> check	Narrative
<input type="checkbox"/> check	Budget
<input type="checkbox"/> check	Transferability
<input type="checkbox"/> check	Private Schools
<input type="checkbox"/> check	GEPA
<input type="checkbox"/> check	Expenditure Descriptions
<input type="checkbox"/> check	General Assurances
<input type="checkbox"/> check	Program Specific Assurances

Print Reports
Select the tabs to
print.
Push this button.

Select the appropriate button to move to the desired section
within the application.

Application Directory	
Push This Button to go to the Desired Page	
Budget Check	
Cover Page (Narrative Tab)	
Program Overview (Narrative Tab)	
Coordination of Services (Narrative Tab)	
Measurable Objectives (Narrative Tab)	
Budget	
Detailed Budget Breakdown (Budget Tab)	
Transferability	
Detailed Budget Breakdown (Transferability Tab)	
Private Schools	
Calculations of Set-Asides (Private Schools Tab)	
General Education Provisions Act (GEPA)	
Expenditure Descriptions	
General Assurances	
Program Specific Assurances	

Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Title IV, Part A, Student Support and Academic Enrichment Grants

2022-2023
Autocalculated Budget Check

Note: Only budget errors will display in column D. If column D is blank after the Budget and Transferability tabs have been updated the budgets are balanced.

School Division: Va Beach City Public Schools
Division Number: 128

Budget Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	
	Is the allocation \$30,000 or greater? If "Yes," mandatory distribution of allocation applies.	
	Are the administrative charges less than or equal to 2% of the allocation?	
Detailed Budget Breakdown		
	Does the Detailed Budget Breakdown Match the Total Allocation?	
Private School Set-Aside		
	Does the Private School Set-Aside Match the Value of Services on the Private School tab?	

Transferability Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	
Detailed Budget Breakdown		
	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	



Virginia Department of Education
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A. COVER PAGE

Title IV, Part A, Student Support and Academic Enrichment Grants

2022-2023

Individual Program Application

Due by July 01, 2022

Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95

Place an "X" by the applicable response.

☒ Original

☐ Revision :

Revision #

Date:

[Explain](#)

☐ Amendment:

Amendment #

Date:

[Explain](#)

To be Completed by School Division

Applicant (Legal Name of Agency):	Division Number:	Title IV, Part A, Coordinator:	
Va Beach City Public Schools	128	Monica O. Robinson	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-263-1070	Ext:
2512 George Mason Drive, P.O. Box 6038, Virginia Beach, Virginia 23456	Email:		
	monica.robinson@vbschools.com		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

Assurances: The local educational agency assures that the Title IV, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.**

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on _____.

_____ Superintendent's Signature
_____ Superintendent's Name
_____ Date

_____ Board Chairperson's Signature
_____ Board Chairperson's Name
_____ Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2022. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2022, the electronic application must be received at the Virginia Department of Education by July 01, 2022, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2021-2022 Allocation	2021-2022 Consolidated Yes or No	Eligible Program	2022-2023 Allocation Total
833,059.75	No	Title IV, Part A, Student Support and Academic Enrichment Grant	833,059.75
		Transferability (funds transferred out of Title IVA)	0.00
		Total Allocation Available for Title IV, Part A	833,059.75

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, PRIOR APPROVAL IS REQUIRED, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

1) If funds are to be transferred INTO Title IV, Part A, complete Section A.

A. Program from which funds will be transferred	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title IV, Part A, Student Support and Academic Enrichment Grant	

2) Place an "X" next to the federal programs you are requesting funds to be transferred to.

B. Program from which funds will be transferred:	TO	Select program(s) TO which funds will be transferred:		Amount
Title IV, Part A			Title I, Part A	
			Title I, Part C	
			Title I, Part D, Subpart 2	
			Title II, Part A	
			Title III, Part A	
			Title V, Part B, Subpart 2	
				Total

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:		Date:		
	Amendment:		Date:		
2.	Revision:		Date:		
	Amendment:		Date:		
3.	Revision:		Date:		
	Amendment:		Date:		
4.	Revision:		Date:		
	Amendment:		Date:		
5.	Revision:		Date:		
	Amendment:		Date:		
6.	Revision:		Date:		
	Amendment:		Date:		
7.	Revision:		Date:		
	Amendment:		Date:		
8.	Revision:		Date:		
	Amendment:		Date:		
9.	Revision:		Date:		
	Amendment:		Date:		
10.	Revision:		Date:		
	Amendment:		Date:		
11.	Revision:		Date:		
	Amendment:		Date:		
12.	Revision:		Date:		
	Amendment:		Date:		

B. PROGRAM OVERVIEW (5 PAGES)

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Any local educational agency receiving an allocation in an amount less than \$30,000 may designate funds to any of these areas above. Any LEA receiving an allocation of \$30,000 or greater must designate funds as follows:

- not less than 20 percent of funds to support well-rounded educational opportunities;
- not less than 20 percent of funds to safe and healthy students; and
- a portion of funds for activities to support the effective use of technology.

Special Rule: No more than 15 percent of funds allocated by the school division for activities to support the effective use of technology may be used "for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A)." To clarify, LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (ESEA section 4109(b)).

Narrative Boxes

Box 1:	<p>Note: Local education agencies receiving an allocation in an amount less than \$30,000 are not required to complete Box 1.</p> <p>For local education agencies receiving allocations of \$30,000 or greater, provide a description of the needs assessment that was conducted to examine needs for improvement in the areas of—</p> <ol style="list-style-type: none"> A. access to, and opportunities for, a well-rounded education for all students; B. school conditions for student learning in order to create a healthy and safe school environment; and C. c. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. <p>The description of the needs assessment should include:</p> <ol style="list-style-type: none"> A. when the needs assessment was conducted; B. who participated in the assessment process and determining the division's priorities; C. what data was collected and analyzed; and D. how the identified schools receiving services were identified as meeting one of the following criteria listed under section 4106(e)(2)(A) provided on the Program Specific Assurances tab. <p>Divisions transferring funds to another federal program must complete a needs assessment for the three Title IV, Part A, categories and describe why funds are of greater need in the identified federal program funds will be transferred to.</p>
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Needs Assessment Process: Virginia Beach City Public Schools continues to use the division's strategic plan as the foundation for all programs, resources, and interventions for students and all professional development opportunities for teachers. The strategic plan is based on the needs assessment devised by an Ad Hoc Steering Committee. The Ad Hoc Strategic Plan Steering Committee included 34 members from senior division leadership, school principals, faith-based organizations, military personnel, parents, students, Parent Teacher Associations (PTA) representatives, and the superintendent. The meetings were held once a month from January 2019 through June of 2019, with ongoing updates from 2020 to 2022. Over 52 parents and community members provided feedback on student and division needs in October 2019. During the division's Navigating the Journey Program, families and community members learned about curriculum, student organizations and grants. In November of 2020, the strategic framework was extended to align with the strategic agenda to include educational equity, integrated systems of support, and future-ready students. This committee of directors, senior leadership, and community members met weekly from November 2020 until March 2021. The current framework evolving from the work during from 2020-2021 centers around student ownership, student well-being, and educational excellence. A discussion of student ownership led to the current work around high school redesign and demonstrations of learning. This subcommittee around high school redesign had regular meetings 2020-2021, and continues to have meetings throughout 2021-2022 (11/10/21, 12/16/2021, 3/2/2022, 5/3/2022, 6/30/22).

As literacy improvement continues to be a focus for the division, a survey of needs and feedback from the Title IV, Part A, program was given to principals, teachers, staff members, and community members on 12/2019, 4/2019, 1/2020, 4/2020, 4/2022, and 5/2022. Both quantitative and qualitative data points were reviewed for the needs assessment. In addition to the needs derived from the strategic framework committee and survey data, quantitative data were used in the form of state standardized assessments, advanced placement course enrollment, reading and phonics inventories, graduation, and discipline data.

Title IV, Part A, will support the division's needs as outlined in the Compass to 2025 Strategic Action Agenda for 2022-2023.

***Goal 1: Advancing Educational Equity:** Title IV, Part A, allocations will advance educational equity supporting access to rigorous courses and assessments by eliminating the barriers that assessment and course fees often cause; providing professional learning opportunities tied directly to student learning; and collaborating with programs that foster opportunities to support both student learning and teacher instructional pedagogy.

***Goal 2: Using Integrated Systems of Support:** Title IV, Part A, allocations will provide opportunities for professional learning with an emphasis on literacy and numeracy. Decisions for the allocation of funds will be based on local data (climate survey, benchmark, RI, PI, and phonics); state data (graduation rates and state assessments); and national data (dual enrollment, advanced placement, SAT). Using these data points, schools receiving literacy and graduation lab coaches were selected. Programs such as the summer reading support for middle school and FEV tutor that provides 24/7 access to all core subjects will support literacy and and provide ongoing content support for students.

***Goal 3: Creating Future-Ready Students:** Title IV, Part A, allocations will collaborate with organizations that support access to multiple pathways of learning to include but not limited to NMSI and EOS. Title IV, Part A, allocations will focus specifically on literacy and numeracy while supporting high school redesign that exposes students to real-world learning. The grant will also support efforts to make explicit connections between student learning experiences and the VBCPS Graduate Profile with an emphasis on on-time graduation and career exploration.

B. PROGRAM OVERVIEW (CONTINUED)**Box 1 (continued):**

Well-Rounded Education: According to evidence-based research, high school graduates are more likely to be employed and make a higher taxable income. They are also less likely to engage in criminal behavior or require social services (Lovelace, Reschly, Appleton & Lutz, 2014; Robinson, 2016, Rumberger, 2011). Title IV, Part A, allocations will be used to support graduation labs within two of the division's high schools. These graduation lab teachers will tutor, mentor, and monitor student progress to ensure on-time graduation. The schools receiving graduation lab coaches will be selected based on current or previous years' OTG data. Support for the graduation lab will include teachers, instructional software, instructional materials, and resources for both the lab teacher and student participants.

Resources that encourage flexible seating and other materials necessary to support student achievement and on-time graduation rates will also be included. Flexible seating may be cross-categorical addressing both student achievement and the health of students and can be used to support and enhance instruction in all content areas. One university study found that classroom flexibility is as important as air quality, light, or temperature in boosting academic outcomes (Edutopia, Merrill, 2018). Additional research shows that different seating options work well for most students (Northwest College, Burgeson, 2017), contribute to time on task for students (Georgia Educational Researcher, Stapp, 2018) and boosted student engagement (Educational Leadership, 2018). Flexible seating can take various forms such as standing desks, floor seating, and

pedal/bike desks, and are available both indoors and outdoors.

The National Math and Science Initiative (NMSI) supports three high schools by providing teacher training, student tutoring and instructional materials. Allocations from Title IV, Part A, will provide these much needed supports to our schools that are not a part of the NMSI program as well as supplement resources provided to NMSI schools. These funds will support summer training opportunities for teachers as well as tutoring for students in rigorous courses. EOS is an organization that works to ensure that students from all backgrounds have equal access to America's most academically intense high school programs and particularly that low-income students and students of color have opportunities to succeed in these courses. Title IV, Part A, funds will also be used to provide guidance and training to teachers, principals, directors, and coordinators in topics to include not limited to belonging and improving school climate and culture. Extended learning boosts and bootcamps will offer support, intervention, and enrichment for various groups of students. Summer Reading Boost Programs will support students in need of reading intervention by providing engaging activities and reading material to increase Lexile levels and build comprehension and vocabulary skills. Summer, afterschool, and spring break bootcamps are designed to support students who are taking rigorous coursework for the first time or who need additional content area support.

Box 2: Describe, if applicable, how funds will be used for activities related to supporting well-rounded education.

When teachers engage in evidence-based professional learning, the outcomes include positive changes in teaching practices leading to improved student performance (Regional Educational Laboratory, 2017; Research Partnership for Professional Learning, 2022). When educators discover new teaching strategies through professional development, they can go back to the classroom and make changes to their lecture styles and curricula to better suit the needs of their students. Students can learn and receive necessary support when teachers are knowledgeable in both content and instructional practices. Title IV, Part A, allocations will be used to ensure that teachers receive professional development in the form of training and/or courses to ensure division-wide understanding of evidence-based teaching and learning practices. This includes but is not limited to reading specialist cohorts, training programs such as Language Essentials for Teachers of Reading and Spellings (LETRS), Plain Talk Literacy, National Math and Literacy Conferences and training around school redesign and equitable inclusive practices to include but not limited to ASCD, College Board, NMSI, and SXSW. Additionally, professional development may take the form of leadership training for principals and other school and division leaders as well a training in curriculum and assessment development. Finally, training will be provided around the braiding of federal funds to support academic achievement. Participants in Title IV, Part A, sponsored training will be required to train others in the strategies they learned, present at district-wide or school-wide professional learning sessions or conferences, create resource files and lessons in shared google folders assessable for other teachers, or lead small group professional learning communities for their school or within the division.

B. PROGRAM OVERVIEW (CONTINUED)

Box 2 (continued):

Box 3: Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students.

The American Institutes for Research (AIR) (2016) confirmed that students need more than just academic knowledge to succeed in college, careers and personal and public life. AIR found that students need to understand their skills and abilities, manage their emotions and behavior, communicate effectively, negotiate conflict, care about others and make responsible decisions. The Edweek organization (2020) surveyed over 3,000 students and found that they are much more concerned than usual regarding the health and financial stability of their families. A quarter of teens indicated that they were losing more sleep, feeling more unhappy or depressed, feeling under constant strain or losing confidence in themselves. Title IV, Part A, funds will be used to provide programs, resources, to ensure multiple tiers of support for students. Resources and training will include but are not limited to those provided through the Attachment and Trauma Network. Adverse Childhood Experiences (ACEs) are traumatic events occurring before the age of 18. These traumatic events may be as significant as mental and physical abuse, death of a parent or guardian, poverty, or mental health problems. ACEs can impact the health (depression or obesity), behaviors (drug use or violence), and life potential (graduation rates and academic achievement) of students. Title IV, Part A, funds will be used to support training, resources and programs that combat the negative results of childhood trauma and other adverse childhood experiences. These supports may be provided through resources and instructional materials and face-to-face or virtual training platforms. They will include opportunities for mental health support for both students and teachers.

In addition to the support of mental health, Title IV, Part A, funds will be used to support the physical health of students within the division. Title IV, Part A, allocations will continue to support activities and resources that blend cognitive and physical experiences such as, but not limited to bikes that allow students to embrace the love of reading and exercising their minds while also exercising their bodies. Classroom-based physical activity is a contemporary strategy to keep students active while they are learning, and active desks are a good way to achieve it. They seem to be a feasible alternative to fight against the unhealthy traditional seating sedentarism in classrooms (Polo-Recuerro, Rojo-Tirado, Ordeñez-Dios, Breitkruez & Lorenzo). Furthermore, students with attention disorders can use cycling desks to put brain and body in hormonal balance (Hurford, 2015). Decreasing sedentary learning environments may decrease obesity, diabetes, and other negative health factors.

Allocations will also continue to support the installation and use of Lu interactive walls that allow students to explore literacy, mathematics, and social sciences while engaging in physical activities. Allocations will support physical education and recess for students through the acquisition of recess kits and explorative games that develop both the body and mind of elementary and adolescent students. Finally, resources will be used to support training and resources to extend exposure to life saving techniques for students. This may include but is not limited to CPR dolls and defibrillators.

B. PROGRAM OVERVIEW (CONTINUED)

Box 3 (continued):

Box 4: Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology.

NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases (e.g. if allocating \$12,000 to support the effective use of technology, then only \$1,800 may be used to purchase technology infrastructure).

SEA section 4109(a)(1)(D) allows Title IV, Part A, funds to be used to implement blended learning strategies that leverage technology. The use of technology can boost collaboration opportunities and student retention, but it also makes all information more accessible. Technology-rich learning environments ensure that students are engaged and eager to participate in content-specific subjects. Blended learning activities will be embedded in the graduation lab program allowing students to complete online courses, online tutoring and face-to-face support. Title IV, Part A, funds will be used to support the effective use of technology by providing the opportunity for fall and summer training opportunities for students, parents, teachers and administrators. This training will include participation in virtual and face-to-face conferences and software programs that inform blended learning and technology integration in the classroom. Teachers and administrators participating in these training opportunities will share with other staff members throughout the division through modeling or professional learning communities. As virtual learning continues to become a more significant element of teaching, learning and training, devices such as cameras and headsets will be needed. Title IV, Part A, funds will be used to provide these devices to effectively support teachers and students.

B. PROGRAM OVERVIEW (CONTINUED)

Box 4 (continued):

Box 5: Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

The effectiveness of grant activities will be evaluated using both qualitative and quantitative data and observations. Quantitative literacy and numeracy formative and summative assessment data, Lexile data, local assessments, state assessments, the number of student participants in advanced courses and graduation rates. This will provide evidence of the benefits of the literacy, numeracy and graduation lab coaches, fall and summer reading and advanced coursework interventions and tutoring and engagement programs. Quantitative survey data will be used to determine the impact of the programs that support the safe and healthy school and division initiatives. Discipline and climate surveys will provide insight as to the success of programs that support the social and emotional needs of students, teachers and staff members. Professional development evaluations will inform the impact of teacher, administrator and support staff training. Qualitative data in the form of observations, interviews and focus group feedback will be used to determine the effectiveness of parent and community engagement activities. Finally, the affirmation of effective consultation documents and feedback will be used to evaluate the efficacy of equitable services. Quarterly evaluation of the Title IV, Part A, program will be conducted, and necessary adjustments and amendments will follow if needed.

B. PROGRAM OVERVIEW (CONTINUED)

Box 6: **PROFESSIONAL DEVELOPMENT:** If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.

Darling Hammond, Hyler, and Gardner (2017) in coordination with years of evidence-based research cite several elements of effective professional development aligned to Section 8101(42). Professional development supported through Title IV, part A, funds will be:

* Content focused: Aligning to the measurable objectives of the grant, professional development will be based on literacy and math instruction, school and division leadership, trauma and mental health, the effective use of technology, innovative practices that support school engagement, on-time graduation, and school redesign, stem and studies of the environment, and multiple tiers of support.

*Collaborative: Teams of teachers and leaders will engage in professional learning that allows for the collaboration of schools, buildings and departments all working together to support students' mental and academic needs. Participants are expected to share PD knowledge with other teachers and leaders both within and outside of their work locations. Participants will be responsible for compiling shared folders of resources from conferences that are available for other staff members and may be required to present information in professional learning communities, district, state, or national conferences. Research Partnership for Professional Learning (rppl), 2022 also cites the importance of how varying lengths and formats of professional development can produce wide-ranging effects on participants.

*Data driven and classroom focused: Professional development will be aligned to the division's assessment of needs and strategic framework of the division with emphasis on student engagement, and high school redesign, profile of the graduate and on-time graduation, literacy, numeracy, mental and physical health, and access to rigorous coursework including but not limited to AP, IB, and dual enrollment.

*Coaching and expert support: Jim Knight in his book Impact Cycle (2017) identifies the importance of identifying needs for improvement, learning methods and strategies to address the needs, and outcomes that improve teacher capacity as paramount goals of teacher coaches. Coaches provide through the grant are expected to build capacity for teachers and leaders in the building through expert knowledge of literacy, numeracy, and academic achievement. Professional development will be provided for these coaches to ensure they have the expert knowledge and capacity to support students and staff.

*Feedback and Reflection: Participants in professional learning opportunities sponsored through Title IV, Part A, will be required to complete feedback and reflection forms based on their learning experiences and how they will use the training to inform future work (this will not be required for schools receiving equitable services).

* Sustained Duration: Professional development will sustain participants over academic years and will never be one-off workshops. Professional development resources will be readily available through shared google and canvas platforms and participants in Title IV, Part A supported professional learning will be required to share their learning in their buildings and in division conferences and professional learning opportunities. This ensures that teachers and other staff members can return repeatedly to the professional learning materials and experiences and continuously apply their learning experiences to their teaching, counseling, leadership, or tutoring roles.

C. COORDINATION OF SERVICES

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.

Title IV, Part A, LEA coordinates with several offices within the Department of Teaching and Learning (DTAL) to ensure effective coordination of services. The coordinator of Title IV, Part A, consulted with content area coordinators and specialists to determine instructional needs. This collaboration was also done with the department of Student Support Services to determine supports needed in Trauma-Informed Practices and Mental Health Supports. Collaboration with the Office of Health and Physical Education and the Office of Music Education ensured that the resources provided for physical health and nutrition and music education align with the local and state objectives, priorities, and needs in this area. Data from schools with similar demographics to schools supported by Title I, Part A, were specifically targeted for Title IV, Part A, support. Collaboration continues with The National Math and Science Initiative (NMSI) to support the Future-Ready component of the division's strategic agenda and to ensure access and support for students seeking rigorous courses and preparing to meet college or career goals. NMSI has a proven track record of improving results for traditionally underserved students. Title IV, Part A, funds will be used to coordinate services with NMSI to support schools and provide training opportunities for teachers across all grade levels. Collaboration will include other programs that help educators see their students as whole learners to extend access to Advanced Placement and International Baccalaureate classes for students of color and low-income students. Collaborations with higher education institutions will occur through the spring and summer boot camps that take place on college campuses. These collaborations ensure that students receive support in the skills necessary for high school and college success while gaining exposure to

academic and social activities on college campuses. Title IV, Part A, LEA also coordinates with local universities to host camps and other activities that prepare them for college and career opportunities while exposing them to life in college. Finally, to ensure that teachers have the instructional and content capacity to meet the needs of students, collaborations with but not limited to William and Mary and Old Dominion University will provide courses and professional learning in literacy and/or numeracy.

D. MEASURABLE OBJECTIVES**Section 1****Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications.**

Describe the division's progress towards meeting the measurable objectives. Evidence toward meeting the objective must be reported even if the objective is still in progress or the division was unable to collect all data needed to determine the final outcome. Address each measurable objective for which activities were implemented in the previous year.

Indicate the application year (ex: 2020-2021 or 2021-2022) for the measurable objective and include relevant data.

Measurable Objective 1:

Increase by 3% the percentage of F/RL recipients who take an Advanced Placement exam/course as measured using data released by the College Board.

In SY 2017-2018, the division had 1615 F/RL recipients take an Advanced Placement Exam. In 2018-2019, the division increased that number to 1640 F/RL recipients taking an Advanced Placement Exam. Additionally, the division experienced increases in demographic groups and an 8.4 percent increase in AP exams for African American Students. In 2019-2020, 729 R/RL recipients took 2,063 exams accounting for 22 percent of all administered exams. Finally 1,208 exams were completed by F/RL recipients in SY 2020-2021.

Measurable Objective 2:

100% of schools supported by a Title IV, Part A, literacy or numeracy coach met or exceeded state guidelines (70% math and 75% reading and writing) as measured by using Standards of Learning or Reading Inventory data released by the Virginia Department of Education.

*Overall, math and reading achievement have improved or remained relatively steady with an 86% pass rate in 2018 and an 84% pass rate in 2019 (a statewide drop) in reading and an 83% pass rate in 2018 and an 88% pass rate in 2019 in math.

*Schools with a Title IV, Part A, literacy or math coach met or increased the state benchmarks.

*Standards of Learning (SOL) data for 2019-2020 shows that a limited number of students (less than 50%) took the SOL assessment; however, schools supported by coaches met or exceeded standards in reading while dropping slightly in math.

*Standards of Learning (SOL) data for 2020-2021: 78% pass rate in reaading and a 69% pass rate in math overall in the division. The schools with a Title IV, Part A, reading coach scored slightly higher than the division average with an 84% pass rate at Lynnhaven Middle and an 82% pass rate at Kempsville Middle.

Measurable Objective 3:

Maintain or improve the percentage of on-time graduates for SY 2019-2020, as measured by data released by the VDOE. With the support of initiatives through the National Math and Science Initiative, Equal Opportunity Schools, summer enrichment camps, and the use of graduation lab coaches, the division has continued to see increases in On-Time Graduates (OTG).

* African American students showed the most significant increase among student groups with an increase of 2.1 percentage points compared to the previous year.

* The OTG rate for students with disabilities increased by .3 percentage points.

* Overall, the OTG rate for VBCPS students increased from 91.9% in 2017 to 93.3% in 2018 to 93.9% in 2019 to 94.2% in 2020 to 94.8% in 2021.

Measurable Objective 4:

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

Measurable Objective 6:

Section 2

1. State up to six measurable objectives, each incorporating the four components, that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

What is a Measurable Objective?

A measurable objective has four components:

- 1) **Subject** (Who is the target or focus?);
- 2) **Behavior** (What will be changed/improved?);
- 3) **Specific criteria for assessing** improvement, readiness, or achievement and tools to be used to measure effectiveness; and
- 4) **Time period** for performance or assessment.

Measurable Objective 1:

By the completion of the 2022-2023 SY, the percentage of free and reduced lunch recipients taking an Advanced Placement, Dual Enrollment, or International Baccalaureate course and/or assessment will increase by 3% as measured by assessments and/or course enrollment data in these three programs.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Evidence-based research supports the importance of access to accelerated course work through the following supports (N. Watkins, ASCD, 2021; VCU, School of Education, 2021; Warne, R, Dept. of Behavioral Science, 2017; Edtrust, 2019)

*Spring break and summer camps will provide foundational support for students in organizational skills, content, literacy, numeracy, and writing in preparation for advanced course work.

*Elimination of subscription fees and examination fees for students in need of financial support.

* Supplemental opportunities for advanced coursework students to connect and learn from peers and experts such as programs provided by EOS and NMSI.

*Initiatives that recruit and mentor students in middle and early high school.

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 2:**

By the completion of the 2022-2023 SY, 100% of schools receiving coaching support, professional learning, instructional materials, activities or other resources through the Title IV, Part A, grant will meet or exceed the state and local literacy and numeracy benchmarks or growth markers (70% in math and 75% in reading) as measured using local and state assessment and reading inventory data.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

According to What Works Clearinghouse (WWC), several strategies supported by the Title IV, Part A, grant will promote increases in reading levels and state assessments (2022).

*Providing explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and providing an extended discussion of text meaning and instruction are all strategies suggested by WWC that will be addressed through the instructional resources (consumables, classroom libraries, Kindles), software licenses (myOn, Apex, and FEV) and teacher professional learning opportunities (SXSU, NLA, Plaintiff, Coaching) supported through the grant.

*Programs recommended by WWC include but are not limited to Read180 and summer reading packs will be used to support summer literacy intervention.

*Recent evidence-based research projects conducted by Frontiers in Psychology (2019) found acute physical activity significantly improves attention. Other research shows increased oxygenation and neurotransmitters during physical activity that impact memory and information processing (Meeusen and De Meirleir, 1995). Additionally, a recent meta-analysis by de Greeff et al. (2018) quantitatively confirmed the relationship between sports and academic achievement. Lu Interactive Walls purchased for several Title I designated schools will allow students to ignite their cognitive load while engaging in physical activity.

Measurable Objective 3:

By the completion of the 2022-2023 SY, VBCPS high school students will meet or exceed current on-time graduation rates for the division (94.8%) and decrease the instances of high school dropouts.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

What Works Clearinghouse cites six evidence-based strategies to address dropout prevention. Title IV, Part A, will address several of these evidence-based strategies:

*Implement programs to improve students' classroom behavior and social skills- professional learning opportunities supported through the grant will provide multiple tiered levels of support to improve the cognitive, emotional, and academic development of students.

*Assign adult advocates to students at risk of dropping out- high schools with the highest percentages of dropouts and lowest percentages of graduation rates will continue to have a Title IV, Part A, graduation lab coach to advocate and support students who are at-risk of dropping out of school.

*Provide academic support and enrichment- Title IV, part A allocations will provide academic boot camps, interventions programs and tutoring to support the academic success of all students.

*Provide rigorous and relevant instruction to better engage students-professional learning, conferences, and college courses will increase teacher and leader capacity that leads to rigorous and relevant instruction that engages students.

Measurable Objective 4:

For the 2022-2023 SY, 100% of all activities related to elective courses, technology, physical activities, community engagement, and mental support will be aligned to the VBCPS strategic agenda and braided into academic programs and integrated systems that support literacy, numeracy and overall academic success to include but not limited to real-world learning and connections to student interest and future-oriented goals.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Drawing on input from more than 200 scientist, youth, parent groups, educators, and policy makers, the Aspen Institute (2019), recognizes that learning happens best when multiple tiers of mental, physical, and academic supports are braided in support of the whole child. Additional evidence-based research spanning more than two decades has shown that academic success is dependent upon deep connections across a variety of skills.

According to the Journal of School Health (2013), school-based physical and mental supports can positively influence academic related outcomes. The American Institutes for Research (AIR), (2016) supports the integrated systems to support academic success. The Department of Education using profiles prepared by the AEM Corporation (2016), found that braiding academic and behavior supports should be part of school improvement efforts.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 6:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

E. BUDGET SUMMARY

		Title IV, Part A Budget for 2022-2023 Award: S424A220048 Project Code: APE60281					
		Allocation:			833,059.75		
OBJECT CODE	EXPENDITURE	A. WELL-ROUNDED	B. SAFE & HEALTHY	C. EFFECTIVE USE OF TECHNOLOGY	SUMMARY	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)						
	Non-Administrative	277,662.00	11,000.00	200.00			
	Private School Set-Aside						
	Total Personnel Services	277,662.00	11,000.00	200.00	288,862.00	Yes	
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)						
	Non-Administrative	113,444.75	573.75	15.30			
	Private School Set-Aside						
	Total Employee Benefits	113,444.75	573.75	15.30	114,033.80	Yes	
3000 - Purchased/Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)						
	Non-Administrative	218,369.14	58,594.20	2,000.00			
	Private School Set-Aside	2,500.00	9,218.70	4,500.00			
	Total Purchased/Contracted Services	220,869.14	67,812.90	6,500.00	295,182.04	Yes	
4000 - Internal Services	Internal Services	500.00	2,500.00				
	Private School Set-Aside						
	Total Internal Services	500.00	2,500.00	0.00	3,000.00	Yes	
5000 - Other Charges	Indirect Costs	2,000.00	11,082.16	250.00			
	Non-Administrative	2,500.00	2,500.00	450.00			
	Private School Set-Aside	2,000.00	5,000.00	500.00			
	Total Other Charges	6,500.00	18,582.16	1,200.00	26,282.16	Yes	
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)	3,004.35					
	Non-Administrative	16,500.00	22,000.00	1,500.00			
	Private School Set-Aside	5,895.40	6,000.00	800.00			
	Total Materials and Supplies	25,399.75	28,000.00	2,300.00	55,699.75	Yes	
8000 - Capital Outlay	Non-Administrative		50,000.00				
	Private School Set-Aside						
	Total Capital Outlay	0.00	50,000.00	0.00	50,000.00	Yes	
TOTAL SUBGRANT BUDGET		644,375.64	178,468.81	10,215.30	833,059.75	**Reflects 15% max allowed for technology, equipment, devices, and software in Technology area.	1,532.30
TOTAL SET-ASIDE SUBGRANT BUDGET		5,004.35	11,082.16	250.00	16,336.51	Are the administrative charges less than or equal to 2% of the allocation?	Yes
TOTAL PRIVATE SCHOOL SET-ASIDE SUBGRANT BUDGET		10,395.40	20,218.70	5,800.00	36,414.10	Does the Private School Set-Aside Match the Value of Services on the Private School tab?	Yes
IS THE ALLOCATION \$30,000 OR GREATER? IF "YES," MANDATORY DISTRIBUTION OF ALLOCATION APPLIES.		Yes					
IF ALLOCATION IS \$30,000 OR GREATER, DOES THE ALLOCATION MEET MINIMUM REQUIREMENT FOR EACH AREA?		Requirement Met	Requirement Met	Requirement Met		Does the Budget Summary Match the Total Allocation?	Yes

Notes: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.

(2) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Enter the number of each measurable objective from the "Narrative" tab the funded activity supports and choose the appropriate category for each expense in the dropdown list under "Category."

Yes

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. Required if staff positions are to be funded by federal funds.

*Bus drivers for academic and family engagement events.

Total for Object Code:	4.50	288,862.00
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Indicate the fixed charge categories (such as FICA, health insurance, etc.) and specify the amount of each.

Fringe benefits for teachers and staff include FICA at 7.65%, VRS at 16.62%, RHIC at 1.21%, Health Ins \$8,804.00 per FTE, and life at 1.19%

[illegible]

Please indicate how these funds will support any services and activities that are described in this application. If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application.

<p>*Funds up to \$150,000 will be used to pay Advanced Placement and International Baccalaureate fees for free and reduced lunch recipients to eliminate financial barriers that hinder access, as well as dual enrollment course fees for English/Composition Courses and government courses.</p> <p>*Virtual and face-to-face professional development supporting school culture to include but not limited to trauma-informed practices, relationship building and belonging</p> <p>*Virtual and face-to-face professional development in effectively integrating technology into curricula and instruction</p> <p>*Virtual and face-to-face professional development in methods of improving student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children's education</p> <p>*Virtual and face-to-face professional development to ensure leadership development and management training to improve the quality of principals and organization leaders</p> <p>*Virtual and face-to-face professional development in the use of data and assessments to improve instructional and student outcomes.</p> <p>*Virtual and face-to-face professional development to support student ownership for learning such as multiple career pathways, high school redesign, innovation and preparation for higher learning.</p> <p>*Virtual and face-to-face professional development to support the braiding of federal funds to provide multiple tiers of support to support academics and student well-being.</p> <p>*Contracted services to support all content areas including but not limited to literacy, numeracy, stem and social science.</p>

*Funding to provide student exposure to college and career opportunities through after school, summer and spring break camps and programs.

*Resources, materials and refreshments to support family engagement events.

*As needed, facility use funds for well-rounded education will be used to rent university space for our summer and spring break boot camps for all high schools to provide exposure, access, and tours of colleges

*As needed and when school sites are not available, facility use funds for safe and healthy students will be used to host family engagement safe and healthy events at universities, parks, and other easily accessible areas.

*Online instructional licenses to support music, art, physical or mental health, or foreign language education.

*Online instructional licenses to support core content areas such as math, science, English, or history/social science.

*Online instructional licenses to support the effective integration of technology.

* Tuition and coursework to improve the capacity of teachers, principals and other educational personnel in one or more of the core academic subjects as well as effective instructional teaching strategies, methods and skills.

*Tuition and coursework for teachers and other staff members to include but not limited to ensuring proper licensure and endorsement

*Equitable services to participating private schools for online instructional licenses to support core content areas such as math, science, English, or history/social science.

*Equitable services to participating private schools for virtual and face-to-face professional development supporting school culture to include but not limited to trauma-informed practices, relationship building and belonging

*Equitable services to participating private schools for virtual and face-to-face professional development in effectively integrating technology into curricula and instruction

*Equitable services to participating private schools for virtual and face-to-face professional development in effectively integrating technology into curricula and instruction

*Equitable services to participating private schools for virtual and face-to-face professional development to ensure leadership development and management training to improve the quality of principals and organization leaders

*Equitable services to participating private schools for virtual and face-to-face professional development in the use of data and assessments to improve instructional and student outcomes.

*Equitable services to participating private schools for tuition and coursework to improve the knowledge of teachers, principals and other educational personnel in one or more of the core academic subjects as well as effective instructional teaching strategies, methods and skills

*Equitable services to participating private schools for tuition and coursework for teachers and other staff members to receive certification and licensure to include but not limited to ensuring proper licensure and endorsement Tuition and coursework for teachers and other staff members to receive certification and licensure to include but not limited to ensuring proper licensure and endorsement

Item Description	Measurable Objective	Category	Total Cost
Virtual or face-to-face professional learning or conferences (physical health, safety, and mental well-being)	4	Safe and Healthy Students	37,094.20
Virtual, face-to-face or self paced professional learning or conferences (effective use of instructional technology)	2,4	Technology	1,000.00
Virtual, face-to-face or self paced professional learning or conferences (OTG, leadership, academic support)	1,2,3	Well Rounded Education	6,000.00
Contract service collaborations to support access to rigorous coursework	1,2	Well Rounded Education	38,369.14
AP, IB, and dual enrollment assessment or course fees to support access to rigorous programs of study	1,2	Well Rounded Education	145,000.00
Contracted services to support all content areas including but not limited to literacy and numeracy	2	Well Rounded Education	8,000.00
Funds to support afterschool, summer, and spring break intervention and acceleration camps and programs	1,2,3	Well Rounded Education	10,000.00
Materials, resources, and other items necessary for family engagement events	1,2,3	Safe and Healthy Students	1,500.00
Tuition and Course work (teacher licensure, leadership, academic support)	2	Well Rounded Education	3,000.00
Tuition and Course work (effective use of technology)	2	Technology	1,000.00
Tuition and Course work (physical health, safety, and mental well-being)	4	Safe and Healthy Students	20,000.00
Virtual or face-to-face professional learning or conferences (physical health, safety, and mental well-being)-PS	4	Safe and Healthy Students	5,218.70
Virtual or face-to-face professional learning or conferences (effective use of instructional technology)-PS	2	Technology	2,000.00
Virtual or face-to-face or self paced professional learning or conferences (OTG, leadership, academic support)-PS	1,2,3	Well Rounded Education	4,000.00
Tuition and Course work (teacher licensure, leadership, academic support)-Private Schools	1,2,3	Well Rounded Education	2,500.00
Tuition and Course work (effective use of technology)-Private Schools	2	Technology	2,500.00
Tuition and Course work (physical health, safety, and mental well-being)-Private Schools	4	Safe and Healthy Students	4,000.00
Facility use contracts for summer, extended school and spring break camps off-campus	1,2,3	Well Rounded Education	4,000.00

Total for Object Code:	295,182.04
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* Funds for transportation fuel expenses used during the summer, after school, and extended school programs including but not limited to AP, IB, Literacy Numeracy, Dropout Prevention, and multiple tiers of support.

Total for Object Code:	3,000.00
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Title IV, Part A, funds will support travel outside of the division or to bring trainers into the division for teachers, administrators, and staff supporting safe and healthy schools, as well as for staff supporting well-rounded student initiatives or the effective use of technology. Professional travel will be prioritized based on the strategic framework, strategic agenda, measurable objectives and other quantitative and qualitative data points. Professional development guidelines are established to ensure professional learning is used to build capacity in schools. Participants in professional development activities will be expected to share ideas learned that will benefit not only those who attend the training but all teachers and staff within their buildings. Staff participating in professional development will have the opportunity to present ideas learned to participants in division-sponsored training. Funds will be used to provide equitable services to participating private schools for travel based on submitted needs assessments.

[illegible]

NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases.

*Materials, supplies, and other resources will be provided to support summer enrichment programs and initiatives. Materials, supplies, and resources may include but not be limited to consumables, paper, poster board, pencils, pens, and USB storage for instructional support as well as T-shirts that support the safety of students when programs take place off of school campuses.

Total for Object Code:	55,699.75
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Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

Lu interactive wall to support the integration of physical and cognitive for student in underserved schools (designated at Title I eligible).

[illegible]

G. TRANSFERABILITY

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A220044 Project Code APE60017		
		0.00		
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Personnel Services	0.00		Yes
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits	0.00		Yes
3000 - Purchased/Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Purchased/Contracted Services	0.00		Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	Total Internal Services	0.00		Yes
5000 - Other Charges	Indirect Costs			
	Non-Administrative			
	Private School Set-Aside			
	Total Other Charges	0.00		Yes
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Materials and Supplies	0.00		Yes
8000 - Capital Outlay	Non-Administrative			
	Private School Set-Aside			
	Total Capital Outlay	0.00		Yes
TOTAL BUDGET		0.00		
TOTAL SET-ASIDE BUDGET		0.00	Are the administrative charges less than or equal to 2% of the allocation?	Yes
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET		0.00	Does the Private School Set-Aside Match the Value of Services on the Private School tab?	No - Please review your entries.
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		

Indicate the fixed charge categories (such as FICA, health insurance, etc.) and specify the amount of each.

Total for Object Code:	0.00
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Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

Total for Object Code:	0.00
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Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

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NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases.

Total for Object Code:	0.00
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Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

Total for Object Code:	0.00
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I. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title IV, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

☐ Yes

Yes (If yes, complete the remainder of this page.)

☐ No

(If no, it is not necessary to complete the rest of this page.)

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title IV, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

☐ Regular Mail

Regular Mail

☒ Certified Mail

Certified Mail

☒ Telephone Calls

Telephone Calls

☒ Meetings

Meetings

☐ Visits to the Private School

Visits to the Private School

☐ Other (Please specify)

Other (Please specify)

3. What is the public school division's projected K-12 enrollment for the 2022-2023 school year?

63,364.85

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered).

a. Proposed Budget	\$833,059.75
b. Amount of funds allocated for administration	\$16,336.51
c. Amount to use for set-aside calculations	\$816,723.24

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Proposed Budget	\$0.00
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	\$0.00

CALCULATION OF SET-ASIDES

6. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In Column B, indicate the participation status of the listed private school(s) for the 2022-2023 award year, as a result of consultation.
- In Column C, enter the K-12 enrollment of private schools participating in services for the 2022-2023 award year.
- Column D will automatically calculate the value of services for the 2022-2023 award year.
- In Column E, indicate the method of notification for each private school.

7. For the 2022-2023 award year, enter the value of services amount in cell B39 on the budget tab in the budget summary on the "Private School Set-Aside" lines. On the Budget Detail pages, list as 'Private School Set-Aside' under the appropriate object codes.

8. Enter the value of additional services amount in cell F39 on the transferability tab in the appropriate object codes. On the budget detail section on the same tab, list as "Private School Set-Aside" under the appropriate object codes.

Value of Services for Participating Private Schools – from Title IVA 2022-2023 Budget	Value of Additional Services for Participating Private Schools - from 2022-2023 Transferability	Total Value of Services for Public Schools from 2022-2023 Allocation	Total Value of Additional Services for Public Schools from 2022-2023 Transferability
36,414.10	0.00	780,309.14	0.00

A	B	C	D	E	F	G
Private Schools	Participation Status for 2022-2023 Award Year? (Yes/No)	K-12 Enrollment	Value of Services for Participating Private Schools – from Title IVA 2022-2023 budget (calculated field)	Value of Additional Services for Participating Private Schools - from 2022-2023 Transferability	Total Value of Services (D+E)	Method of Notification (for Non-Participating Schools Only)
Abundant Life Ministries	No		0.00	0.00	0.00	Certified Mail
All Saints' Day School	No		0.00	0.00	0.00	Certified Mail
Anchor Christian School	No		0.00	0.00	0.00	Certified Mail
Back Bay Christian Academy	No		0.00	0.00	0.00	Certified Mail
Bayside Presbyterian Preschool and Kindergarden	No		0.00	0.00	0.00	Certified Mail
Beach Day School	No		0.00	0.00	0.00	Certified Mail
Cape Henry Collegiate School	No		0.00	0.00	0.00	Certified Mail
Catholic High School	Yes	442	5,443.03	0.00	5,443.03	
Chesapeake Bay Academy	Yes	104	1,280.71	0.00	1,280.71	
Enoch Christian Academy	No		0.00	0.00	0.00	Certified Mail
Forever Young Montessori School and Day Care	No		0.00	0.00	0.00	Certified Mail
Galilee Montessori School	No		0.00	0.00	0.00	Certified Mail
Gateway Christian Academy	No		0.00	0.00	0.00	Certified Mail
Grace River Academy	No		0.00	0.00	0.00	Certified Mail
Holy Family Day School	No		0.00	0.00	0.00	Certified Mail
Hope Academy	No		0.00	0.00	0.00	Certified Mail
Ivy League Christian Academy	No		0.00	0.00	0.00	Certified Mail
Kempsville Academy-Barefoot	No		0.00	0.00	0.00	Certified Mail
Kempsville Presbyterian Church Day School	No		0.00	0.00	0.00	Certified Mail
Kids of Grace Preschool and Kindergarten	No		0.00	0.00	0.00	Certified Mail
Kempsville Child Development Center	No		0.00	0.00	0.00	Certified Mail
London Bridge Baptist Preschool and Kindergarden	No		0.00	0.00	0.00	Certified Mail
New Light Baptist School of Excellence	No		0.00	0.00	0.00	Certified Mail
Norfolk Christian School-VA Beach Campus	Yes	125	1,539.32	0.00	1,539.32	
Oaktree Academy	Yes	287	3,534.27	0.00	3,534.27	
Old Donation Day School	No		0.00	0.00	0.00	Certified Mail
Plaza Baptist Christian Preschool	Yes	20	246.29	0.00	246.29	
Pocahontas Preschool	No		0.00	0.00	0.00	Certified Mail
St. Gregory the Great	Yes	570	7,019.29	0.00	7,019.29	
St. John the Apostle	Yes	483	5,947.92	0.00	5,947.92	
St. Matthew's School	Yes	502	6,181.90	0.00	6,181.90	
Star of the Sea Catholic School	Yes	222	2,733.83	0.00	2,733.83	
Stratford Preschool	No		0.00	0.00	0.00	Certified Mail
Strelitz International Academy	Yes	93	1,145.25	0.00	1,145.25	
Tabernacle Baptist Academy	No		0.00	0.00	0.00	Certified Mail
The Goddard School	No		0.00	0.00	0.00	Certified Mail
Tidewater Classical Academy	No		0.00	0.00	0.00	Certified Mail
Tidewater Collegiate Academy	No		0.00	0.00	0.00	Certified Mail
Victory Innovative Christian Academy	No		0.00	0.00	0.00	Certified Mail
Virginia Beach Friends School	Yes	109	1,342.29	0.00	1,342.29	Certified Mail
			0.00	0.00	0.00	
			0.00	0.00	0.00	
			0.00	0.00	0.00	
			0.00	0.00	0.00	

Total Private School Set-Asides

36,414.10

0.00

Use this Figure for Private School Set-Asides in the 2022-2023 Budget

Use this Figure for Private School Set-Asides in the 2022-2023 Transferability Budget

CALCULATION OF SET-ASIDES (CONTINUED)

9.	Provide a description of how Title IV, Part A, funds will be used to support services, activities, and other expenditures for the private schools, if applicable.

J. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Virginia Beach City Public Schools is an equal opportunity employer and public service provider actively committed to equal access and treatment for all students, families, employees and the community. Virginia Beach City Public Schools (VBCPS) is actively committed to equal access and treatment for all students, families, employees and the general public. The division's policy of non-discrimination provides equal access to courses, programs, services and materials. VBCPS will meet American Disabilities Act (ADA) requirements for access to classrooms and centers supported through grant-funded programs. The division will provide materials in other languages or formats, as needed, to meet the needs of those served by the grant. VBCPS will apply the highest standards of equity to hiring practices related to the grant. The division will encourage the involvement of diverse stakeholders, representative of the programs served in the planning and implementation of programs funded by this grant. The identified needs support identified students, teachers, schools, and parents where allowable under federal grant guidelines in the three Title IV grant categories and whenever appropriate, funds will be prioritized to serve schools and programs that support underserved populations. During the recruitment process for staff, the Department of Human Resources works with administrators to ensure properly licensed, endorsed and experienced applicants are interviewed and considered for hire. Human Resource staff members work closely with universities to recruit diverse applicants for employment with VBCPS. Family engagement sessions are held to provide parents with information on various division opportunities and steps needed to participate in various programs in the school division.

EXPENDITURE ACCOUNT DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

1000 PERSONAL SERVICES – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

2000 EMPLOYEE BENEFITS – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

3000 PURCHASED/CONTRACTUAL SERVICES – Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

4000 INTERNAL SERVICES – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

Food Purchases – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

5000 OTHER CHARGES – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).

Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

6000 MATERIALS AND SUPPLIES – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

GENERAL ASSURANCES

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

The school division/grantee assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 3. The majority of the resources in the school division are derived from nonfederal funds;
 4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular nonfederal funds;
 7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
 8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
 9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
 10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
 11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
 12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
 13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
 14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
 16. It will comply with the other application requirements outlined in
 - Section 8501. Private School Children;
 - Section 8502. Bypass; and
 - Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

In accordance with ESEA Section 4106(e) (2) and (f), each school division/grantee or consortium of school divisions receiving Title IV, Part A, funds will:

- I. Prioritize the distribution of funds to schools served based on one or more of the following criteria—
 - A Are among the schools with the greatest needs;
 - B Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
 - C Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
 - D Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
 - E. Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEA Section 4106(e)(2)(A));
- II. Divisions or consortia that receives \$30,000 or more will use—
 - A Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities;
 - B Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and
 - C A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in Section 4109(b). (ESEA Section 4106(e)(2)(C)-(E));
- III. Reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities (ESEA Section 4105(c));
- IV. Comply with Section 8501-8504, regarding equitable participation of private school children and teachers (ESEA Section 4106(e)(2)(B)); and
- V. Complete an annual State report regarding how funds for the SSAE program are being used (ESEA Section 4106(e)(2)(F)).



Subject: Summer Learning Opportunities **Item Number:** 12B

Section: Information **Date:** May 10, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Lorena L. Kelly, Ph.D. Executive Director of Elementary Teaching and Learning

Adrian J. Day. Director Student Services

Presenter(s): Lorena L. Kelly, Ph.D. Executive Director of Elementary Teaching and Learning

Recommendation:

For the School Board to receive an update related to summer learning opportunities.

Background Summary:

We expanded summer learning opportunities as a way to support learning loss last year. We will continue to provide a robust summer learning program.

Source:

N/A

Budget Impact:

Multiple funding sources including, state and federal grants and local funds are used to implement summer learning opportunities.



Summer Learning Opportunities

Elementary Summer Learning Opportunities

Summer Learning Boost

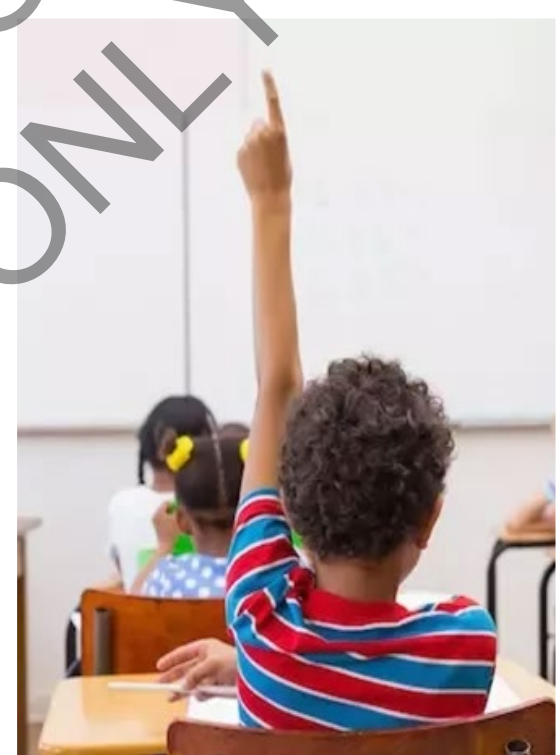
- July 1

Summer Learning Camp (select sites)

- July 5 - 28

Tutoring and Learning for schools who do not have Summer Learning Camp (site-based)

- July 5 - August 19





Secondary Summer Learning Opportunities

Summer School for retake courses - June 28 - Aug. 2

- Landstown Middle/Plaza Middle
- Landstown High/Bayside High

Summer School for first time courses – June 28 - Aug. 15

- Virginia Beach Digital Campus (VBDC)



Secondary Summer Learning Opportunities

Summer Learning Boost

June 28 - Aug. 15

Tutoring and Learning for All
- Site-based

Reading Intervention

STEM Camp (Title I)



Summer Learning for Students with Disabilities

General Education Setting

- Many students with disabilities will have the opportunity to participate in the summer programs in the general education setting.

Extended School Year (ESY) Services

- Special education and/or related services provided beyond the typical school year
- Part of the IEP Process





Subject: Data Science Course Proposal **Item Number:** 12C

Section: Information **Date:** May 10, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning

George Coker, Secondary Mathematics Coordinator

Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information regarding the proposed course *Data Science* and corresponding standards for implementation in the 2022-2023 school year.

Background Summary:

The proposed *Data Science* course would serve as an advanced mathematics elective credit for students in the division. This course is specifically designed for students who have completed Algebra II or Algebra II/Trig but wish to further develop their mathematical knowledge and pursue careers in business, communications, energy, finance, government & public administration, information technology, law, public safety, STEM, transportation, or distribution & logistics. The course will focus on the intersections of mathematics, statistics, computer science, and information technology by exploring the variety of ways that data can be visually displayed and explained.

Budget Impact:

There will be no budget impact to implement this course.

Course Proposal:

Data Science

Course Description:

Data Science will provide an introduction to the learning principles associated with analyzing big data. Through the use of open source technology tools, it is anticipated that students participating in these courses developed from these standards will identify and explore problems that involve the use of relational database concepts and data-intensive computing to find solutions and make generalizations. Students will engage in a data science problem solving structure to interact with large data sets as a means to formulate problems, collect and clean data, visualize data, model to predict, and communicate effectively about data formulated solutions.

The *Data Science Standards of Learning* proposed by the VDOE include the following strands:

- **Data in Context** - Understanding data science facilitates critical examination of questions and supports informed data-driven decision making.
- **Data Bias**- Data bias may result from the types of methods used for data collection, processing, representation, analysis, and use.
- **Data and Communication** - Data visualizations are used to communicate insights about complex data sets to support making decisions.
- **Data Modeling** - Mathematical models are used to predict future, unobserved data values.
- **Data and Computing** - Technology is used to effectively prepare, analyze, and communicate with data.

Pre-requisites:

Algebra II or Algebra II/Trig

Budget Impact:

No budget impact for the implementation of the *Data Science* course is expected. The course will be taught by staff already allocated to Virginia Beach City Public Schools for the 2022-23 school year. No new expenses are anticipated to support the implementation.

Standards of Learning: (Adopted April 2022)

The following standards outline the content of a one-year course in Data Science. The Data Science Standards of Learning provide an introduction to the learning principles associated with analyzing big data. Through the use of open source technology tools, students will identify and explore problems that involve the use of relational database concepts and data-intensive computing to find solutions and make generalizations. Students will engage in a data science problem-solving structure to interact with large data sets as a means to formulate problems, collect and clean.

Data in Context - Understanding data science facilitates critical examination of questions and supports informed data-driven decision making.

DS.1 The student will identify specific examples of real-world problems that can be effectively addressed using data science.

DS.2 The student will be able to formulate a top down plan for data collection and analysis, with quantifiable results, based on the context of a problem.

Data Bias- Data bias may result from the types of methods used for data collection, processing, representation, analysis, and use.

DS.3 The student will recognize the importance of data literacy and develop an awareness of how the analysis of data can be used in problem solving to effect change and create innovative solutions.

DS.4 The student will be able to identify data biases in the data collection process, and understand the implications and privacy issues surrounding data collection and processing.

Data and Communication - Data visualizations are used to communicate insights about complex data sets to support making decisions.

DS.5 The student will use storytelling as a strategy to effectively communicate with data.

DS.6 The student will justify the design, use, and effectiveness of different forms of data visualizations.

Data Modeling - Mathematical models are used to predict future, unobserved data values.

DS.7 The student will be able to assess reliability of source data in preparation for mathematical modeling.

DS.8 The student will be able to acquire and prepare big data sets for modeling and analysis.

DS.9 The student will select and analyze data models to make predictions, while assessing accuracy and sources of uncertainty.

DS.10 The student will be able to summarize and interpret data represented in both conventional and emerging visualizations.

DS.11 The student will select statistical models and use goodness of fit testing to extract actionable knowledge directly from data.

Data and Computing - Technology is used to effectively prepare, analyze, and communicate with data.

DS.12 The student will be able to select and utilize appropriate technological tools and functions within those tools to process and prepare data for analysis.

DS.13 The student will be able to select and utilize appropriate technological tools and functions within those tools to analyze and communicate data effectively.

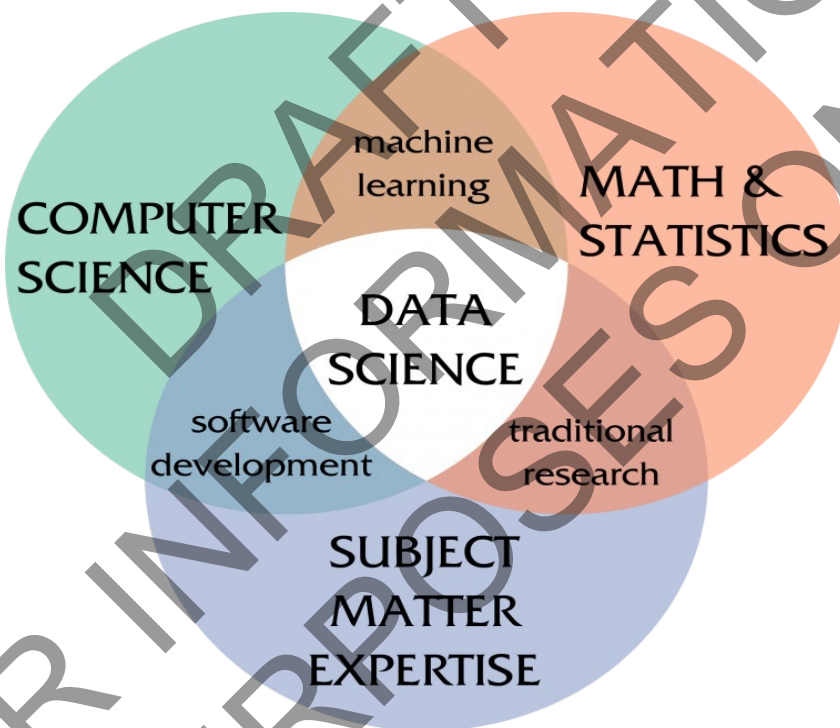


Secondary Course Proposal

Recommendation to the School Board
From the Department of Teaching and Learning
May 10, 2022

Data Science: What is it?

The field of study that combines domain expertise, programming skills, and knowledge of mathematics and statistics to extract meaningful insight from data.



Data Science Standards

The ***Data Science Standards of Learning*** proposed by the VDOE include the following strands:

- **Data in Context** - Understanding data science facilitates critical examination of questions and supports informed data-driven decision making.
- **Data Bias**- Data bias may result from the types of methods used for data collection, processing, representation, analysis, and use.
- **Data and Communication** - Data visualizations are used to communicate insights about complex data sets to support making decisions.
- **Data Modeling** - Mathematical models are used to predict future, unobserved data values.
- **Data and Computing** - Technology is used to effectively prepare, analyze, and communicate with data.

Who should take Data Science?

This course is targeted to a wide range of students. If a student matches any of the following, they may be interested in the Course:

- Curious about exploring the intersection of mathematics, statistics, computer science, and information technology.
- Has future career goals in business, communications, energy, finance, government & public administration, information technology, law, public safety, STEM, transportation, or distribution & logistics;
- Interested in asking open-ended questions of choice that can be explored through data in a project on a topic of interest;
- Eager to explore the variety of ways that data can be visually displayed and explained.

Targeted Pilot: Expanding Opportunities



Aligned to Compass to 2025:

- Expand authentic learning opportunities for students. (Goal 3.1)
- Provide additional opportunities for student to engage in Computer Programming and Statistics. (Goal 1.4)

Aligned to Academy Vision and Goals

- **Ocean Lakes (MSA):** Provide an additional elective for students to engage in higher level mathematics.
- **Kempsville (EBA):** Provides access to mathematical experiences that have altered how businesses operate.





Secondary Course Proposal

Recommendation to the School Board
From the Department of Teaching and Learning
May 10, 2022



Subject: FY 2022/23 General Fees Schedule **Item Number:** 14A

Section: Consent **Date:** May 10, 2022

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

That the School Board approve the proposed FY 2022/23 General Fees Schedule including the rates for student fees for optional/ancillary services or activities.

Background Summary:

FY 2022/23 Student Fees

School divisions may charge student fees approved by their local school boards pursuant to the provisions of 8 VAC 20-720-80 *Student Fees and Charges*. The attached fee schedule lists the current and recommended rates for student fees that are subject to school board approval. Fee adjustments or new fees for the 2022-23 school year are shown in blue.

Source:

- 8 VAC 20-720-80 *Student Fees and Charges*
- Code of Virginia § 22.1-5 *Regulations concerning admission of certain persons to schools; tuition charges*
- School Board Policy 3-22 *Tuition Fees*
- School Board Policy 5-69 *Fees/Materials/Deposits/Reimbursements*
- School Board Regulation 5-10.1 *Admission Requirements: General*
- School Board Regulation 5-10.3 *International Students*

Budget Impact:

Revenues from General Fees typically cover all costs.

Virginia Beach City Public Schools

General Fees Schedule

Fee/Assessment	Approved 2021-22 Rate(s)	Proposed 2022-23 Rate(s)
Student Meal Prices		
Paid Lunch - Elementary/Secondary	\$2.85	\$2.85
Reduced Lunch - Elementary/Secondary	\$0.40	\$0.40
Paid Breakfast - Elementary/Secondary	\$1.40	\$1.40
Reduced Breakfast - Elem./Secondary	\$0.30	\$0.30
A la Carte Items - Student	As needed—will not exceed 4% on any items	As needed—will not exceed 4% on any items
Summer School Tuition/Programs		
Level I - Summer School (full cost lunch)	Middle School = \$140.00 High School, semester = \$200.00 High School, year = \$300.00	Middle School = \$140.00 High School, semester = \$200.00 High School, year = \$300.00
Level II - Summer School (reduced cost lunch)	Middle School = \$70.00 High School, semester = \$100.00 High School, year = \$150.00	Middle School = \$70.00 High School, semester = \$100.00 High School, year = \$150.00
Level III - Summer School (free lunch)	Middle School = No charge High School, semester = \$40.00 High School, year = \$75.00	Middle School = No charge High School, semester = \$40.00 High School, year = \$75.00
Online Courses (Summer School)	\$300.00 (full cost meals) \$150.00 (reduced cost meals) \$75.00 (free meals)	\$300.00 (full cost meals) \$150.00 (reduced cost meals) \$75.00 (free meals)
Online HPE 10 – (Virginia Driver Education Traffic Safety)	\$335.00 (full cost meals) \$185.00 (reduced cost meals) \$75.00 (free meals)	\$335.00 (full cost meals) \$185.00 (reduced cost meals) \$110.00 (free meals)
HS/MS Band Summer Enrichment Program	\$110.00	\$110.00
HS/MS Strings Summer Enrichment Program	\$110.00	\$110.00
HS/MS Summer Vocal Music Camp Program	\$110.00	\$110.00
HS/MS Summer Theatre Camp Program (new to summer program)	\$110.00	\$110.00
Algebra Prep Program (Summer School)	\$140.00	\$140.00
Getting to Know Pre-Algebra (Summer School)	No Fee	No Fee

Fee/Assessment	Approved 2021-22 Rate(s)	Proposed 2022-23 Rate(s)
Evening Credit Program Tuition (Renaissance Academy)		
Evening Credit Program Tuition	\$300.00 per session (up to 3 one-credit courses) \$200.00 per session (up to 6 one-half credit courses) \$150.00 per credit recovery course	300.00 per session (up to 3 one-credit courses) \$200.00 per session (up to 6 one-half credit courses) \$150.00 per credit recovery course
Evening Credit Program Tuition - Reduced Lunch	\$150.00 per session (up to 3 one-credit courses) \$100.00 per session (up to 6 one-half credit courses) \$75.00 per credit recovery course	\$150.00 per session (up to 3 one-credit courses) \$100.00 per session (up to 6 one-half credit courses) \$75.00 per credit recovery course
Evening Credit Program Tuition – Free Lunch	\$75.00 per session (up to 3 one-credit courses) \$40.00 per session (up to 6 one-half credit courses) \$37.50 per credit recovery course	\$75.00 per session (up to 3 one-credit courses) \$40.00 per session (up to 6 one-half credit courses) \$37.50 per credit recovery course
Driver Education Program Fees		
Behind the Wheel (School Year)	\$210.00	\$210.00
Behind the Wheel (Summer School)	\$210.00	\$210.00
Student Transcript Fees		
Current Students - Transcript Requests	\$2.00 (only if mailed)	\$2.00 (only if mailed)
Former Students - Transcript Requests	\$5.00	\$5.00
Student Parking Fees		
General Parking Fees	\$45.00	\$45.00
ATC and Vo-Tech Parking Fee (\$10.00 discount at home school)	\$10.00	\$10.00
Parking Fines	\$25.00	\$25.00
Course Fees (Materials and Other Fees)		
Adult Learning Center - Adult Basic Education Courses		
Registration Fee - VB Residents	\$30.00	\$30.00
Tuition - Nonresidents	Day Class - \$40 per month Evening Class - \$30 per month	Day Class - \$40 per month Evening Class - \$30 per month
Placement Evaluation Fee	\$5.00 per person	\$0.00 per person
Adult Learning Center - Community Education Courses		
Tuition, texts, and materials	\$23.00 - \$2,899.00	\$23.00 - \$2,899.00
Nonresident surcharge	\$12.00 per course	\$12.00 per course
Processing fee (for transfers/withdrawals)	\$15.00	\$15.00
Adult Student Licensed Practical Nursing (LPN) Program	\$6,246.00	\$6,260.00
Adult Learning Center - English Language Acquisition Program (ELA)		
Registration Fee - VB Residents	\$50.00	\$50.00
Tuition - Nonresidents	\$100.00	\$100.00
ELA Textbooks	\$22.00 - \$64.00	\$50.00 - \$120.00

Fee/Assessment	Approved 2021-22 Rate(s)	Proposed 2022-23 Rate(s)
Advanced Technology Center Courses		
Engineering Technology	\$15.00	\$15.00
Digital Design	\$20.00	\$20.00
TCE Career Pathway Summer Enrichment Camps (new for FY 2016/17)	\$125.00	\$125.00
Business and Information Technology Courses		
Computer Courses	\$4.00 - \$10.00	\$4.00 - \$10.00
Family & Consumer Sciences		
Intro to Culinary Arts (HS)	\$15.00 - \$25.00 Year Long	\$15.00 - \$25.00 Year Long
Intro to Hospitality & Catering (HS)	\$15.00 - \$25.00 Year Long	\$15.00 - \$25.00 Year Long
Independent Living (HS)	\$10.00	\$10.00
Pharmacy Technician	New Course	(externship registration - \$20.00; background check -\$27.00) \$47.00
Parenting & Early Learning Careers (HS)	New Combined Course	\$6.00 - \$10.00
Parenting & Child Development (HS)	\$3.00 - \$5.00	\$3.00 - \$5.00
Intro to Child Care Occupations (HS)	\$3.00 - \$5.00	\$3.00 - \$5.00
Introduction to Design I (HS)	\$20.00	\$20.00
Introduction to Design II (HS)	\$20.00	\$20.00
Teen Living 6, 7, 8 (MS)	\$12.00 - \$20.00	\$12.00 - \$20.00
Substance Abuse Intervention Program (SAIP)		
SAIP Drug Assessment Requirement	\$35.00 - \$65.00	\$35.00 - \$65.00
Technology Education Courses		
Photography & Communications Technology	\$10.00 - \$15.00	\$10.00 - \$15.00
Electronic Systems	\$10.00 - \$15.00	\$10.00 - \$15.00
Construction Production	\$10.00 - \$15.00	\$10.00 - \$15.00
Power & Transportation Technology	\$10.00 - \$15.00	\$10.00 - \$15.00
CAD Technical Drawing	\$5.00	\$5.00
Technology Education 6, 7, 8 (MS)	\$5.00 - \$15.00	\$5.00 - \$15.00

Fee/Assessment	Approved 2021-22 Rate(s)	Proposed 2022-23 Rate(s)
Technical and Career Education Center Courses		
Practical Nursing I and II (LPN High School)	\$750.00	\$810.00
Cosmetology (tool kits)	\$268.00	\$280.00
Electronics I (lab pack fee)	\$20.00	\$20.00
Electronics II (lab pack fee)	\$30.00	\$30.00
Post-grad Program Completer Fee	\$250.00 per semester	\$250.00 per semester
Dental Assisting, I & II Liability Insurance Fee	\$0.00	\$0.00
Middle and High School Summer Programs		
Summer Camps/Programs		
Beginning Summer Band & Orchestra (MS Guide Only)	\$110.00	\$110.00
Intermediate Summer Band & Orchestra (MS Guide Only)	\$110.00	\$110.00
Career Pathway Summer Enrichment Camps	\$125.00	\$125.00
Cyber Security Summer Camp (ATC)	\$125.00	\$125.00
Nonresident Student Tuition		
VBCPS Employees: Elementary Level (ADM eligible, no transportation)	\$3,760	\$0.00
VBCPS Employees: Secondary Level (ADM eligible, no transportation)	\$4,600	\$0.00
Other: Elementary Level (ADM eligible, no transportation)	\$5,200	\$5,100
Other: Secondary Level (AMD eligible, no transportation)	\$5,300	\$5,000
F-1 Student Tuition (Unsubscribed, Not ADM eligible)	\$12,400	\$13,400



Subject: Resolution: Jewish American Heritage Month **Item Number:** 14B1

Section: Consent **Date:** May 10, 2022

Senior Staff: LaQuiche R. Parrott, Ed.D., Director of Diversity, Equity and Inclusion

Prepared by: LaQuiche R. Parrott, Ed.D., Director of Diversity, Equity and Inclusion

Presenter(s): LaQuiche R. Parrott, Ed.D., Director of Diversity, Equity and Inclusion

Recommendation:

That the School Board approve a resolution endorsing Jewish American Heritage Month.

Background Summary:

On April 20, 2006, the Federal Government proclaimed that May would be Jewish American Heritage Month, stating, "As a nation of immigrants, the United States is better and stronger because Jewish people from all over the world have chosen to become American citizens. Since arriving in 1654, Jewish Americans have achieved great success, strengthened our country, and helped shape our way of life."

Source:

<https://www.adl.org/education/resources/tools-and-strategies/jewish-american-heritage-month-resources>

Budget Impact:

N/A

RESOLUTION
Jewish American Heritage Month
May 10, 2022

WHEREAS, the month of May is Jewish American Heritage Month, a time to celebrate and recognize Jewish Americans contributions to American culture, history, education, and government; and

WHEREAS, on April 20, 2006, the federal government proclaimed that May would be Jewish American Heritage Month, stating, “As a nation of immigrants, the United States is better and stronger because Jewish people from all over the world have chosen to become American citizens. Since arriving in 1654, Jewish Americans have achieved great success, strengthened our country, and helped shape our way of life”; and

WHEREAS, the Jewish people have proudly sustained their identity and traditions while preserving in the face of oppression, discrimination, and persecution; and

WHEREAS, the Jewish community is strong and continue to devote their skills and energy to make invaluable contributions to our city and country through their leadership and achievements; and

WHEREAS, issues currently affecting Jewish Americans such as civil rights abuses, harmful stereotyping, harassment, and bullying, must be combated in the forms of education and awareness; and

WHEREAS, there is a need for public education, awareness and policies that are culturally competent when describing, discussing, or addressing the impacts of being a Jewish American in all aspects of American society, including discourse and policy; and

NOW, THEREFORE, BE IT

RESOLVED: that Virginia Beach City Public Schools hereby recognizes May as Jewish American Heritage Month and supports opportunities for all students, staff, faculty, and members of the public to honor and learn more about Jewish American history and culture. And be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 10th day of May 2022.

Carolyn T. Rye, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: Asian American & Pacific Islander Heritage Month **Item Number:** 14B2

Section: Consent **Date:** May 10, 2022

Senior Staff: LaQuiche R. Parrott, Ed.D., Director of Diversity, Equity and Inclusion

Prepared by: LaQuiche R. Parrott, Ed.D., Director of Diversity, Equity and Inclusion

Presenter(s): LaQuiche R. Parrott, Ed.D., Director of Diversity, Equity and Inclusion

Recommendation:

That the School Board approve a resolution endorsing Asian American and Pacific Islander Heritage Month.

Background Summary:

In 1978, a joint congressional resolution established Asian American and Pacific Islander Heritage Week. The first 10 days of May were chosen to coincide with two important milestones: the arrival of the first Japanese immigrants to the United States (May 7, 1843) and contributions of Chinese workers to the building of the Transcontinental Railroad, completed May 10, 1869. In 1992, Congress expanded the observation to a month-long celebration.

Source:

Public Law 102-42

Budget Impact:

N/A

RESOLUTION
Asian American and Pacific Islander
Heritage Month
May 10, 2022

WHEREAS, the month of May is set aside to honor the contributions Asian American and Pacific Islanders (AAP) have made to our city and country; and

WHEREAS, Asian Americans and Pacific Islanders are an integral part of our city's great mosaic of citizens; and

WHEREAS, Virginia Beach has a significant Filipino population, at least four percent and growing that continues to shape the city's culture; and

WHEREAS, the Asian-American and Pacific Islander community is an inherently diverse population, comprised of more than 45 distinct ethnicities and more than 100 language dialects; and

WHEREAS, the School Board of the City of Virginia Beach recognizes the month of May as Asian American and Pacific Islander Heritage Month and supports community and school engagement throughout the city.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of May as Asian American and Pacific Islander Heritage Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support, celebrate and participate in various school activities during Asian American and Pacific Islander Heritage Month; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 10th day of May 2022.

Carolyn T. Rye, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: School Nurse Appreciation Day **Item Number:** 14B3

Section: Consent **Date:** May 10, 2022

Senior Staff: Eugene F. Soltner, Ed.D., Chief Schools Officer

Prepared by: Heidi M. Sowala, Coordinator of Health Services, VBCPS

Presenter(s): Heidi M. Sowala, Coordinator of Health Services, VBCPS

Recommendation:

That the School Board approve the attached resolution designating May 11, 2022 as School Nurse Appreciation Day in Virginia Beach in collaboration with the National Association of School Nurses' day of recognition.

Background Summary:

Historically, the National Association of School Nurses celebrates annually a day of appreciation for school nurses. Wednesday, May 11, 2022, marks the day of celebration. Additionally, the School Board each year has issued a proclamation of recognition of school nurses.

Source:

National Association of School Nurses, Scarborough, ME
Virginia Association of School Nurses, Richmond, VA
Virginia Beach School Nurse Association, Virginia Beach, VA
Virginia Department of Education, Richmond, VA

Budget Impact:

None

RESOLUTION
School Nurse Appreciation Day

WHEREAS, school nurses are individuals in the forefront who work with families, teachers, and administrators to ensure Virginia Beach City Public Schools students have the safest and healthiest possible environment in which to learn; and

WHEREAS, good health is essential to the learning process and student achievement; and

WHEREAS, the goal of every professional school nurse is to help each student reach or maintain an optimum level of wellness; and

WHEREAS, school nurses provide direct nursing care, health screenings and follow-ups, health-related programs within the school system, health counseling, and act as resources to teachers on health education issues; and

WHEREAS, school nurses serve Virginia Beach City Public Schools students with dedication, working diligently to make health a priority for children during their regular school day.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates May 11, 2022, as School Nurse Appreciation Day in Virginia Beach; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 10th day of May 2022.

S E A L

Carolyn T. Rye, School Board Chair

Aaron C. Spence, Ed.D., Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Policy Review Committee Recommendations **Item Number:** 14C1-8

Section: Consent **Date:** May 10, 2022

Senior Staff: Donald E Robertson, Ph.D., Chief of Staff

Prepared by: Kamala Lannetti, Deputy City Attorney; John Sutton, III, Coordinator, Policy and Intergovernmental Affairs

Presenter(s): School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney

Recommendation:

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its April 7, 2022 meeting.

Background Summary

1. ***Policy 3-84/School Lunch and Breakfast Program/Generally*** – the PRC recommends amendments to reflect recent statutory changes.
2. ***Policy 7-57/Vehicles, Motorized Devices and Animals on School Grounds*** – the PRC recommends scrivener's changes and correction of a code citation.
3. ***Policy 7-61/Relations with Governmental Agencies: Public Safety Agencies and Disaster Agencies*** – the PRC recommends amendments to add new statutory language and correct citation.
4. ***Policy 7-62/Relations with Governmental Agencies: Department of Parks and Recreation*** – the PRC recommends scrivener's changes.
5. ***Policy 7-63/Relations with Governmental Agencies: Voter Registrar's Office*** – the PRC recommends amending the job title for the Registrar and scrivener's changes.
6. ***Policy 7-65/Membership in Educational Associations: Virginia High School League (VHSL)*** – the PRC recommends no changes after completing the required review.
7. ***Policy 7-69/Relations with Non-Governmental Organizations: Colleges and Universities*** – the PRC recommends no changes after completing the required review.
8. ***Policy 7-70/Relations with Non-Governmental Organizations: Corporate and Other Private Sponsorship of Interscholastic Activities*** – the PRC recommends scrivener's changes.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of April 7, 2022

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

School Lunch and Breakfast Program/Generally

A. Purpose and Objective

The School Board will attempt to provide facilities for serving breakfast and lunch to all students at school, and for employees of the School Division. Cafeteria food shall be sold to students and others at a price which will pay the cost of maintaining the cafeteria. Breakfast and lunches shall constitute balanced meals provided at moderate cost to the student.

The cost of meals to school employees shall be higher than the cost to students and shall reflect the actual cost to the School Division of preparing and serving said meals.

B. Operations

The School Board is responsible for any school lunch program operated on school property. The School Board shall fix the price of meals and authorizes the Superintendent or designee to determine the adequacy, safety, and conformation to all applicable legal standards and statutes, of all facilities apparatus, and procedures used.

The School Board directs the Superintendent to subscribe to the federal School Lunch and Breakfast Programs which provide balanced hot meals. In order to participate, the School Board Chair and the Superintendent are authorized to certify that the School Division complies with state and federal regulations.

C. School Meals Availability

Lunch and breakfast under the federal National School Lunch Program and the federal School Breakfast Program administered by the U. S. Department of Agriculture shall be made available pursuant to such programs to any student who requests such a meal, regardless of whether such student has the money to pay for the meal or owes money for meals previously provided, unless the student's parent/guardian has provided written permission for the School Division to withhold such meal from the student.

Under no circumstance will a student be asked to throw away or discard a meal after it has been served to him/her due to meal account payment hardships, nor will the student be asked to do chores or other work to pay for such meals, wear a wristband or hand stamp, or be the recipient of any type of "lunch-shaming".

D. Unpaid Meal Charges

The Superintendent or designee is authorized to collect payment for meals provided pursuant to this program. Any information relating to a school meal debt must be

communicated to the student's parents/legal guardians. Such communication may be made by a letter addressed to the parent to be sent home with the student; however, a nongovernmental third-party debt collector may not be utilized to collect on such debt. The School Board will not file a lawsuit against a student or the student's parents/legal guardians because the student cannot pay for a meal at school or owes a school meal debt.

The Superintendent or designee is authorized to solicit and receive any donation or other funds for the purpose of eliminating or offsetting any school meal debt at any time and shall use any such funds solely for such purpose.

Editor's Note

See also Virginia Beach City Public Schools "Office of Food Services Operations ~~sat~~ Manual."

Legal Reference

Code of Virginia § 22.1-79.7:1, as amended. School meals; availability to students.

Code of Virginia § 22.1-79.7, as amended. School meal policies; donations.

Virginia Board of Education Regulations Governing School Lunch Sale of Food Items, 8 VAC 20-290-10, as amended.

U.S. Department of Agriculture Rules and Regulations, National School Lunch Program and School Breakfast Program: Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger-Free Kids Act of 2010, 7 C.F.R. Parts 210 and 220, as amended.

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. § 1751, as amended.

Adopted by School Board: February 16, 1993

Amended by School Board: August 19, 2014

Amended by School Board: June 23, 2020

Amended by School Board: May 10, 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Llanos

COMMUNITY RELATIONS

Vehicles, Motorized Devices and Animals on School Grounds

A. Vehicles or motorized devices

The operation of powered vehicles not owned by the School Board, not licensed by the Virginia Division of Motor Vehicles, or otherwise licensed in compliance with Virginia laws, shall be prohibited on school grounds.

The operation of licensed motor vehicles on school grounds shall be restricted to the paved roads and parking lots. Parking on school grounds shall be limited to employees, students, visitors and those attending school-related activities.

Without prior approval from the building administrator/designee, no person may operate or otherwise use the following items on school property, buses or grounds: mopeds; electronic powered bicycles; motorized skateboards; motorized scooters; golf carts; go carts; low speed vehicles; battery-operated ride on vehicles; surreys; motorized or electronic toys such as model airplanes, helicopters, hovercraft or similar devices. Other devices or items that are used in a manner that create a disruption or threat may be determined to be inappropriate items and prohibited on school property, buses or grounds.

B. Animals on School grounds

Animals can be allowed on school property, with prior permission of the school's administration, if the activity is relevant to instruction or any other approved activity. Service dogs, as set forth in Virginia Code §§ 51.5-42 and 44, as amended, are allowed in accordance with applicable regulations and procedures.

Legal Reference

Code of Virginia § 51.5-42, as amended. Discrimination against otherwise qualified persons with disabilities by educational institutions prohibited.

Code of Virginia § 51.5-44, as amended. Rights of persons with disabilities in public places and places of public accommodation.

Code of Virginia § 55.15-44.1, as amended. Fraudulent representation of a service dog or hearing dog; penalty.

Adopted by School Board: October 20, 1992

Adopted by School Board: September 21, 2010

Amended by School Board: February 4, 2014

Scrivener's Amendments: May 23, 2014

| Amended by School Board: May 10, 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lencioni

COMMUNITY RELATIONS

Relations with Governmental Agencies: Public Safety Agencies and Disaster Agencies

Public safety agencies and disaster agencies including all officers and personnel, in uniform or in civilian clothes, and their agents or contractors, are granted full right and authority to enter upon any and all lands and places owned and operated by the School Board for the purpose of addressing public safety; keeping the peace; enforcing local, state, or federal laws and regulations; and addressing local, state, or national emergencies.

The School Board authorizes the Superintendent to enter into a memorandum of understanding with local law enforcement agencies that set forth the powers and duties of school resource officers. Any such memorandum of understanding shall be reviewed, amended, or affirmed by all parties at least once every two years or at any time upon the request of either party. Any such memorandum of understanding will be conspicuously published on the School Division's website and the public will be provided notice and opportunity for public input during the memorandum of understanding period of review. The Superintendent or designee will work with local law enforcement agencies to ensure that compulsory minimum training standards for school resource officers as required by law or regulation are implemented.

The School Division shall open schools as needed in times of emergency and shall cooperate fully with directors of governmental agencies regarding the use of schools and their equipment.

The School Board authorizes public safety agencies to issue tickets to vehicles illegally parked on school property and to enforce no trespassing laws and policies on school property or at school-sponsored events as requested by school administrators.

Legal Reference

Code of Virginia § 22.1-228.2:3, as amended. School boards; local law-enforcement; memorandums of understanding.

Adopted by School Board: October 20, 1992

Amended by School Board: April 23, 2013

Amended by School Board: August 19, 2014

Amended by School Board: May 10, 2022

APPROVED AS TO
LEGAL SUFFICIENCY



COMMUNITY RELATIONS

Relations with Governmental Agencies: Department of Parks and Recreation

The Superintendent is authorized to confer with the proper governing authorities for the purpose of drafting a memorandum of understanding covering the use of school facilities by the City Department of Parks and Recreation.

The memorandum is to cover the responsibilities of the School Board and the governing authority as they concern maintenance, supervision, utilities, custodial services and the like.

Editor's Note

~~See School Board Regulation 7-48.1 for VBCPS and Department of Parks and Recreation Use Agreement~~

Related Links

School Board **Regulation 7-48.1**

Adopted by School Board: October 20, 1992

Amended by School Board: May 9, 2006

Amended by School Board: May 10, 2022

APPROVED AS TO
LEGAL SUFFICIENCY



COMMUNITY RELATIONS

Relations with Governmental Agencies: Voter Registrar's Office

The Superintendent is authorized to confer with the City of Virginia Beach [Director of Elections/](#) General Registrar for the purpose of reaching agreement concerning the use of school facilities and the training of school employees as volunteer assistant registrars.

Editor's Note

~~For voter registration of students see School Board Policy 5-73.~~

Legal Reference

Code of Virginia § 22.1-131, as amended. Boards may permit use of various school property; general conditions.

Code of Virginia § 24.2-310, as amended. Requirements for polling places.

Code of Virginia § 24.2-310.1, as amended. Polling places; additional requirements.

Related Links

School Board **Policy 5-73**

Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

[Amended by School Board: May 10, 2022](#)

APPROVED AS TO
LEGAL SUFFICIENCY



COMMUNITY RELATIONS

Membership in Educational Associations: Virginia High School League (VHSL)

Membership in the Virginia High School League (VHSL) is approved by the School Board subject to annual review of the desirability of continuing affiliation. Membership fees may be paid from funds included in the School Division annual budget.

Adopted by School Board: October 20, 1992

Scrivener's Amendments: May 23, 2014

Reviewed by School Board: May 10, 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

COMMUNITY RELATIONS

Relations with Non-Governmental Organizations: Colleges and Universities

The School Board desires that staff and students of this School Division benefit in every feasible way from resources provided by the colleges and universities of the area. The Superintendent is to keep the School Board informed of opportunities for shared and cooperative services between the School Division and institutions of higher learning. Additionally, staff members are encouraged to seek out and utilize the services of college and university faculty members who are willing to serve schools as instructional resource persons.

Adopted by School Board: October 20, 1992

Scrivener's Amendments: May 23, 2014

Reviewed by School Board: May 10, 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

COMMUNITY RELATIONS

Relations with Non-Governmental Organizations: Corporate and Other Private Sponsorship of Interscholastic Activities

A. Generally

The School Board has approved, as a venue for revenue enhancement to assist in the maintenance of interscholastic activities, the corporate and other private sponsorship of interscholastic activities contracted by individual schools, or the School Division as a whole, in accordance with this Policy and other School Board policies and regulations pertaining to contracts and purchasing/procurement.

"Corporate or other private sponsorship" is defined as a transaction whereby a corporation or other private entity offers goods, services, or funds to an individual school or the School Division to support an interscholastic activity in return for recognition of the corporation's or entity's name or product. Corporate and other private sponsorships governed by this Policy shall specifically include outright gifts to interscholastic teams of wearing apparel, uniforms or other items if a company logo is an intrinsic part of the apparel/gift. Such gifts shall be processed through the Sponsorship Review Committee in accordance with this Policy and with the procedures set forth in School Board Regulation 7-70.1.

"Interscholastic activities" are defined as school-sponsored extracurricular activities that involve student competition between schools at the elementary, middle, or high school level.

School Board Policy 7-70 and School Board Regulation 7-70.1 apply to all formalized school-business partnerships when support from the business is for interscholastic activities.

B. Acceptance of Corporate or Other Private Sponsorship ("Sponsorship") of Interscholastic Activities

1. Acceptance of Sponsorship of interscholastic activities to supplement division-wide funding shall be based on established guidelines as outlined in this Policy and School Board Regulation 7-70.1, and shall conform to the Virginia High School League (VHSL) and National Federation Rules.
2. A Sponsorship Review Committee shall approve the acceptance of Sponsorships as required in this Policy and School Board Regulation 7-70.1. A principal may appeal to the Superintendent a non-approval from the Sponsorship Review Committee.
3. Acceptance of any contract for Sponsorship shall adhere to School Board policies and regulations governing contract execution.

4. Acceptance of any contract for Sponsorship that includes a requirement that an individual school or the School Division sell a sponsor's goods shall adhere to School Board Policies 3-30 and 3-32 for purchasing/procurement.
5. Acceptance of any contract for Sponsorship shall identify the specific sponsorship activities agreed upon, and the specific benefit(s) to the school or School Division, including the itemized plans for expenditures of monetary sums.

C. Authority for Acceptance of Corporate or Other Private Sponsorship for Interscholastic Activities

1. On behalf of the School Board, principals may contract for their respective schools those Sponsorships not extended beyond one school year or \$5,000 in annual value per Sponsor provided such Sponsorships meet all other guidelines outlined in this Policy, School Board Regulation 7-70.1, School Board Policies 3-30 , 3-32, and 3-89.
2. The Director of Business Services, upon approval by the Sponsorship Review Committee, may contract Division wide Sponsorships on behalf of the School Board provided such Sponsorships meet all guidelines outlined in this Policy and School Board Regulation 7-70.1.
3. Upon approval of the Sponsorship Review Committee, the Director of Business Services may contract on behalf of the School Board, for the benefit of an individual school, Sponsorships exceeding \$5,000 and/or for a period exceeding one school year.
4. The School Board accepts no responsibility for Virginia High School League (VHSL)) district Sponsorships entered into by its employees.

D. Benefits Derived from Corporate or Other Private Sponsorship

1. Benefits derived from Sponsorship of an individual school's interscholastic activities will be directed to the individual school.
2. Benefits derived from Sponsorship of division-wide interscholastic activities will be directed to interscholastic activities as determined by the Superintendent.

E. Sponsorship Restrictions

1. No contract for a corporate or other private sponsorship shall be accepted if the contract involves or gives the appearance of involving any activity which could result in the following:
 - a. Promotion of hostility or violence;
 - b. An attack on ethnic, racial or religious groups;
 - c. Discrimination against any group;

- d. Promotion of the use of drugs, alcohol, tobacco, or firearms; and
 - e. Promotion of sexual, obscene or pornographic activities.
 - f. Promotion of any image that is not in keeping with the established goals and purposes of the Virginia Beach City Public Schools as determined by the school principal or the Superintendent/Superintendent's designee.
- 2. If a school official concludes that a Sponsorship violates one or more of the restrictions set forth in paragraph 1 of this subsection, the proposed contract shall be forwarded to legal counsel for a determination of whether refusal to accept the contract, if challenged, would be legally defensible.
 - 3. If a religious organization applies for a Sponsorship, the proposed contract shall be forwarded to legal counsel for a determination of whether the acceptance of the contract would be in violation of law or would otherwise expose the School Board to liability.

F. Sponsorship Activities

Marketing venues for Sponsorship activities are limited to the following:

- 1. Fixed Signage - Sign(s) provided by the sponsor not to exceed 4'x 8' mounted in an appropriate activity area in the school building as approved by the school principal, or in appropriate activity areas apart from the school building as approved jointly by the school principal and the Chief Operations Officer, Division Services;
- 2. Banner - Banner(s) provided by the sponsor displayed at the scorer's table, or similar area as appropriate to the activity being sponsored, upon approval of the school principal;
- 3. Publications - In all activities that have a printed program or similar publication, a space reserved for the activity sponsor to place an advertisement or a message as approved by the school principal; and
- 4. Announcements - Verbal and written recognition as appropriate and approved by the school principal.

Any sponsorship activity other than 1 - 4 above, such as expanded use of school facilities, athletic team uniforms or other apparel, and classroom or athletic materials, must be approved by the Sponsorship Review Committee. Additionally, any sponsorship activity that requires an individual school or the School Division to sell a sponsor's goods must be approved by the Sponsorship Review Committee.

Editor's Note

~~*See School Board Policy 7-32, Gifts, Grants, Requests.*~~

Legal Reference

Code of Virginia § 22.1-79, as amended. Powers and duties.

Code of Virginia § 22.1-131, as amended. Boards may permit the use of school property; general conditions.

Related Links

School Board **Policy 3-30**

School Board **Policy 3-32**

School Board **Policy 3-89**

School Board **Policy 7-32**

School Board **Regulation 7-70.1**

Adopted by School Board: June 17, 1997

Amended by School Board: September 16, 1997

Amended by School Board: January 18, 2000

Scrivener's Amendments: July 30, 2013

Scrivener's Amendments: May 23, 2014

Amended by School Board: May 10, 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lazzari



Subject: Personnel Report **Item Number:** 15A

Section: Action **Date:** May 10, 2022

Senior Staff: Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

Prepared by: Cheryl R. Woodhouse

Presenter(s): Aaron C. Spence, Ed.D., Superintendent

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the May 10, 2022, personnel report.

Background Summary:

List of appointments, resignations and retirements for all personnel.

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
May 10, 2022
2021-2022

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	4/28/2022	Leighanne G Bourque	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	4/28/2022	Larry D Harris	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	5/2/2022	Matthew D Lakey	Custodian I	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	6/30/2022	Jennifer Robert-Toribio	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Communications & Community Engagement	4/25/2022	Rebecca F Headings	Family Outreach Representative, .600	West Virginia University, WV	Samaritan House, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of School Leadership	5/9/2022	Susan S Masulonis	Administrative Office Associate II	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	4/11/2022	Ashleye Mitchell	Administrative Office Associate I	Bryant & Stratton Col Va Beach, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	4/21/2022	Deanna Siegrist	Administrative Office Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	4/25/2022	Larry J Diggs	Plumbing Craftsman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/20/2022	Francine A Solis	Bus Driver - Special Ed, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/20/2022	Tamara Tyson	Bus Driver, 6.5 Hours	Not Applicable	Chartway FCU, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	4/25/2022	Armin J Balfanz	Fleet Technician II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	6/30/2022	Brittney A Olson	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	6/30/2022	Lisa A Sadowski	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Hermitage	4/29/2022	Angela M Zambas	Physical Education Assistant, .500 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville Meadows	4/25/2022	Edith D Garris	Pre-Kindergarten Teacher Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	King's Grant	4/29/2022	Sharon L Miller	Special Education Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Newtown	4/29/2022	Erica N Arrington	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	3/18/2022	Pililani T Gobel	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont	6/30/2022	Karen Ferris-Grant	General Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont	6/30/2022	Kelsey H Vankirk	General Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont Forest	4/18/2022	Vanessa R Simmons	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Woods	4/5/2022	Matthew D Lakey	Custodian I (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Brandon	4/20/2022	Elizabeth Wilson	Technology Support Technician (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Corporate Landing	4/29/2022	Raphael E Casher	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Landstown	5/6/2022	Josephine D Garrido	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Landstown	5/11/2022	Daniel J Neaves	Custodian IV Head Day (moved to public school system)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Landstown	6/3/2022	Shelly L Wilfong	Security Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	4/19/2022	Sidney L Lilly	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	4/22/2022	Bryan J Garay	Custodian III Head Night (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	6/30/2022	Rosalie V Delumpa	School Office Associate II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Princess Anne	5/11/2022	Teri Tuller	School Administrative Associate I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	4/29/2022	Christopher Wanzong	Technology Support Technician (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	7/15/2022	Dawn M Phillips	Bookkeeper (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	4/13/2022	Jaye D Holland	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	5/11/2022	Wismine D'Avilar	Security Assistant (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	5/13/2022	Angelie Figueroa	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Custodial & Distribution Srvcs	4/29/2022	Jason T Blaufus	Distribution Driver (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Communications & Community Engagement	5/13/2022	Donna S Woodward	Coordinator Public Relations III (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Communications & Community Engagement	5/31/2022	Mary R Yannuzzi	Coordinator Public Relations I (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of School Leadership	5/2/2022	Elizabeth Bryant	Coordinator of Parent and Stakeholder Services (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	5/13/2022	Britani N Kerns	Coordinator English (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	5/13/2022	Mary J Stewart	Instructional Specialist (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Purchasing Services	4/29/2022	Brittany N Sutton	Procurement Assistant II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	5/13/2022	Brooke M DeWitt	Psychologist (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	4/22/2022	Shannon M Holmes	Bus Driver, 7.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	4/25/2022	Cecilia L Parker-Garcia	Bus Assistant, 7.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Christopher Farms	6/30/2022	Viola M Olds	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Kempsville	6/30/2022	Ann B McGibbon	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Linkhorn Park	6/30/2022	Sally D English	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Malibu	6/30/2022	Christine Ricks	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Parkway	6/30/2022	Marilyn A Kelly	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Woodstock	6/30/2022	Wanda S Eller	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Great Neck	6/30/2022	Karen J Gayhart	Clinic Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Larkspur	6/30/2022	Francisco F Corpuz	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Princess Anne	6/30/2022	Danny M Little	Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Teaching and Learning	6/30/2022	Carolyn S Dusenbury	Instructional Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Technology	4/29/2022	Dennis M Stewart	Network Technician II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Support Services	6/30/2022	Joyce B Cheatham	School Social Worker	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2022	Diane Y Britt	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2022	Jeffery A Worner	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	Arrowhead	5/6/2022	Sara Herman	Special Education Assistant (employee changed resignation date from 06/30/2022 to 05/06/2022)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	Birdneck	4/19/2022	Bianka Biggs	General Assistant (employee rescinded her resignation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - High School	Green Run Collegiate	5/13/2022	Jackeline X Johnson	School Administrative Associate I (employee changed resignation date from 04/29/2022 to 05/13/2022)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Alanton	6/30/2022	Jennifer I Segarra	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Cooke	4/29/2022	Heather L Brooks	Gifted Resource Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville Meadows	4/29/2022	Michael R Santos	Art Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Luxford	5/13/2022	Renee N Broadnax	Second Grade Teacher (accepted a private sector job)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Luxford	6/30/2022	Amy L Swearingen	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Parkway	6/30/2022	Anne E Gray	School Counselor (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Parkway	6/30/2022	Michael A Lewis	Fourth Grade Teacher (moved to public school system)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O'View	5/4/2022	SamAntha Burns	Fifth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont Forest	4/29/2022	Casondra L Clark	First Grade Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	5/6/2022	Sara Clemmer	Seventh Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	5/27/2022	Katherine B Carpenter-Ware	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2022	Michelle T Hickenbottom	Eighth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	6/30/2022	Marissa E Nihill	Health & Physical Education Teacher (active duty military)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	6/30/2022	Charlene A Rabusa	Third Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	6/30/2022	Theresa A Rywalt	Second Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Princess Anne	5/6/2022	Katelin M Widel	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run Collegiate	6/30/2022	Donald McCann	Mathematics Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2022	Kelly M Beach	Hearing Impairment Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Christopher Farms	6/30/2022	Patricia H Csenar	Reading Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Creeds	6/30/2022	Marilyn H Haste	Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Green Run	6/30/2022	Cynthia D Calhoun	Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Kempsville	6/30/2022	Carolyn R Leal	Pre-Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Kempsville Meadows	6/30/2022	Melissa A Smith	Second Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Kempsville Meadows	6/30/2022	Susan Stoke	First Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Lynnhaven	6/30/2022	Frances X Mongin	Pre-Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Malibu	6/30/2022	Julie A Cole	First Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	New Castle	6/30/2022	Maria C Hess	Second Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	North Landing	6/30/2022	Michael J Brown	Third Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	North Landing	6/30/2022	Andrea M Pearman	Music/Vocal Teacher	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
May 10, 2022
2021-2022

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Retirements - Elementary School	Parkway	6/30/2022	Lisa B Mungin	Title I Resource Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Seatack	6/30/2022	Pamela C Shearin	School Counselor	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Seatack	6/30/2022	Cynthia M Watford	First Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Shelton Park	6/30/2022	Deborah J Sholar	Pre-Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Strawbridge	6/30/2022	Laurie S Helms	Fourth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Strawbridge	6/30/2022	Pennie S McGanty	Second Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Virginia Beach	6/30/2022	Mary J Long	Seventh Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Cox	6/30/2022	Brian D Allard	Science Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Middle School	Corporate Landing	7/1/2022	Jennifer M Morris	Assistant Principal	Christopher Newport University, VA	VBCPS
Administrative	Appointments - Middle School	Kempsville	5/11/2022	Allison S Farnsworth	Assistant Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - Middle School	Lynnhaven	7/1/2022	Dawn L Kramer	Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - High School	Tallwood	7/1/2022	Ryan P O'Meara	Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - Miscellaneous	Department of Budget & Finance	5/16/2022	Michael F Jackson	Coordinator Accounting	Old Dominion University, VA	VBCPS
Administrative	Appointments - Miscellaneous	Office of Food Services	5/11/2022	Viorica A Harrison	Director Food Services	University of West Florida, FL	VBCPS



Subject: Virginia School Board Association Renewal **Item Number:** 15B

Section: Action **Date:** May 10, 2022

Senior Staff: N/A

Prepared by: _____

Presenter(s): Laura Hughes, School Board Member

Recommendation:

That the School Board vote to approve the Virginia School Board Association annual renewal.

Background Summary:

The Virginia School Board Association (VSBA) is a private, voluntary, organization of Virginia public schools boards. The VSBA provides training, publications, resources, access to some legal assistance, access to some services such as policies, superintendent searches, collective bargaining representation and training, legislative services, conventions and networking and access to other school board associations nationwide.

The School Board has been a member of VSBA for over twenty years. The annual dues for VSBA is determined by a formula set by VSBA and member school boards can add additional services at certain costs. For FY20-21, the annual dues for The School Board of the City of Virginia Beach was \$13,684.82. Member school boards pay separately for attending conferences, trainings, or other services. VSBA has not assessed annual dues for the 2022-23 fiscal year, but no dues increase is expected for the upcoming year.

Source:

Budget Impact:



Subject: Virginia School Boards Association (VSBA) Award Nomination **Item Number:** 15C

Section: Action **Date:** May 10, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director of Technical and Career Education

Recommendation:

That the School Board hear and approve the nomination of Virginia Beach City Public Schools' Project Search for the 2022 VSBA Excellence in Workforce Readiness Award.

Background Summary:

School divisions are encouraged to showcase workforce readiness efforts supported by their local school boards via the annual VSBA Excellence in Workforce Readiness Award program. This award seeks to recognize Virginia School Divisions who have achieved excellence in Workforce Readiness through an innovative program/project within your school community with emphasis on:

- communication and collaboration with the business community;
- student engagement with the business community; or
- student entrepreneurial activities.

Source:

http://www.vsba.org/resources/excellence_in_workforce_readiness_award/

Budget Impact:

None

Attachment(s): VSBA Award Entry Form and Narrative



VSBA Excellence in Workforce Readiness Award

The VSBA would like to invite you to apply for the annual *Excellence in Workforce Readiness* award. This award seeks to recognize Virginia School Divisions who have achieved excellence in Workforce Readiness through an innovative program/project within your school community or in a regional collaboration with emphasis on:

- communication and collaboration with the business community;
- student engagement with the business community; or
- student entrepreneurial activities.

One submission per school division/region.

VSBA has included a Regional Category for program submissions to reflect the growing number of collaborations between school divisions in workforce readiness. The Regional Category is for any two or more school divisions currently working with Program Partners outside the school division in advancing excellence in Workforce Readiness through innovative programs/projects across school division boundaries. Individual school divisions submitting a Regional Category may submit an individual application of a program within the school division. The individual application must be independent and not part of the Regional Category.

The entry must be approved by the school board/boards at a school board meeting.

All entries must be submitted by the deadline of May 16, 2022. No entries will be accepted after 11:59 p.m. on May 16, 2022.

Questions?

Contact J.T. Kessler, Government Relations Specialist, at 800-446-8722, 434-295-8722 or e-mail jason@vsba.org.

Please provide a valid e-mail address when completing the entry form. This is how we will communicate with you about your entry.

All entries must be submitted electronically. Photos and links to videos may be submitted as long as the information is included in the electronic award packet.

All materials become the property of the Virginia School Boards Association and cannot be returned. The Virginia School Boards Association has the right to reprint/republish these materials at any time in any format and in any media.

Please Note: All fields are required unless specified as optional.



VSBA Excellence in Workforce Readiness Award Entry Form

Virginia Beach City Public Schools

School Division or School Divisions for Regional Submissions

Please select one:

- ☐ Under 5,000 student population
- ☐ 5,001- 10,000 student population
- ☒ 10,001+ student population
- ☐ Regional Application

Project Search Naval Air Station Ocean

Name of Program/Initiative

Naval Air Station Oceana, Va. Dept. for Aging and Rehabilitative Services, Va. Dept. of Education, Didlake, Inc., and Virginia Commonwealth University Rehabilitation Research and Training Center

Program Partners (outside of the school division/divisions)

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Contact Person and Title

1800 College Crescent, Virginia Beach, VA 23453

School Division(s) Mailing Address

757-648-6180

Phone Number

757-468-4234

Fax Number

School Board Chair(s) Signature

Superintendent(s) Signature

Program Description

(Please attach each answer on a separate piece of paper. Please use Arial 11pt. font when answering each question)

1. What were the processes employed, the strategies used, and the desired outcomes of this program/project for the school/division? (500 words or less)
 - a. Processes detail the procedure, methods, best practices, business community involvement, student engagement
 - b. Desired outcomes demonstrate goal setting, measurable outcomes and the attainment of the objective(s)
 - c. Strategies are clearly defined, describe how the strategies met the desired outcome, and explain how the strategies can be replicated
2. In what specific ways does the program/project help to prepare students to be workforce ready? (500 words or less)
 - a. Describe how the workplace readiness skills were incorporated in the project
 - b. Identify how the skill set required for high-skill, high-wage jobs for workforce readiness were addressed
3. How was your school board, community, business and industry, and/or other entities engaged in this program/project?? (500 words or less)
 - a. Detail the engagement of the school board and how the school board collaborated on the program
 - b. Detail the engagement and collaboration of external entities including the community and business and industry
4. Explain how the division met desired outcomes of the program/project? (500 words or less)
 - a. Identify qualitative and/or quantitative data prior to program/project implementation
 - b. Identify qualitative and/or quantitative data post program/project implementation
5. Why does this program/project deserve recognition? (500 words or less)
 - a. Demonstrate the innovation and/or best practice(s) of the program/project
 - b. Evaluation of the program
 - c. Replication of such program at the local, regional, state levels

1. What were the processes employed, the strategies used, and the desired outcomes of this program/project for the school/division? (500 words or less)
 - Processes detail the procedure, methods, best practices, business community involvement, student engagement
 - Desired outcomes demonstrate goal setting, measurable outcomes and the attainment of the objective(s)
 - Strategies are clearly defined, describe how the strategies met the desired outcome, and explain how the strategies can be replicated

Naval Air Station (NAS) Oceana and Virginia Beach City Public Schools launched the Navy's first Project Search cohort in the fall of 2021. This innovative program connects students with intellectual and developmental disabilities to internships and on-the-job training in their first year after high school. The ten-month, school-to-work program engages students who are military dependents or are military-connected in a classroom and at internships at various locations around Naval Air Station Oceana. The first cohort included nine students who rotated through three different internship assignments to hone their workplace skills and identify jobs that were a best fit on their journey to fulltime unsubsidized employment. To be eligible to apply for the cohort students must be a military dependent or military connected with intellectual and developmental disabilities, be entering the last year of high school eligibility for special education services, working toward an applied studies diploma and have a desire and the ability to work with intermittent supervision. Program participants were required to complete an application, a panel interview, and a skills assessment.

The daily routine for students began with a bus ride from Hamptons Roads Transit (HRT). Participants learned to navigate public transit independently as well as keep in contact with program staff and their parents during the journey. Each student mastered checking in via group text (student, Project Search Staff, and parents) as they transitioned through each part of the Project Search "work day." Once participants arrived at the Project Search classroom at NAS Oceana, they kick the day off with class focusing on employability and functional skills for approximately one hour before transition to their internship assignment. During the 10-month program interns rotated through three internship sites on the base. Hosts for student internships included Navy Gateway Inns & Suites, the Navy Exchange (Lawn & Garden, Apparel, Barbershop), Provisions, Outdoor Recreation, the Fitness Center, and the Jet Mart.

Internships were divided into morning and afternoon shifts with lunch on site. Support staff from Virginia Beach Schools, the Virginia Department for Aging and Rehabilitative Services (DARS), Didlake, Inc., and the Navy provided intermittent supervision and coaching throughout the workday. They wrapped up with a return to the Project Search Classroom to review the day and give participants an opportunity for individual feedback before they caught the HRT bus home.

The goal for each participant is to gain employability skills and find meaningful unsubsidized employment. Participants conquered individual goals such as riding the HRT bus, maintaining group text check-ins, navigating the solo walk to work sites on base, accomplishing daily work location goals, and practicing interpersonal skills with co-workers. Participants also learned leadership and teamwork including the daily Project Search motivation chant and recognizing the progress of others. The Navy feels that the program is scalable. "NAS Oceana is a great place to lay the foundation for other bases because of the close community we have," said Senior Chief Air Traffic Controller Amber Khoryati. "I honestly think every base would benefit from this program, and most importantly, we really believe it will benefit our interns."



2. In what specific ways does the program/project help to prepare students to be workforce ready? (500 words or less)

- Describe how the workplace readiness skills were incorporated in the project
- Identify how the skill set required for high-skill, high-wage jobs for workforce readiness were addressed

A key component of the Project Search model is classroom instruction that focuses on workforce readiness. "Through classroom instruction and hands-on experience, interns will develop communication, teamwork, and problem-solving skills necessary for all workers," said Jan Varney, Virginia Beach City Public Schools instructional specialist and program lead. "During the last few months of the program, emphasis is placed on refining skills, achieving the career goal, and carrying out individualized job development." The time in the classroom at the start and end of each day allows the team to set daily goals and to reflect on successes and challenges.



When students leave the classroom each day, they have the opportunity to practice independence. This opportunity is sometimes new to students with disabilities and begins with learning to employ their cell phones for self-directed time management and organization. Each Project Search participant sets daily alarms that help them stay on track to wake up, catch the bus, be ready to start class, leave for their work site, take a break, eat lunch, return to work, return to the classroom and eventually catch the bus home. In addition to the alarms that help keep participants on track, they learn to check in with the caring people who support their journey throughout the day. This includes parents, the Project Search teacher, supervisors, and job coaches.

Once a participant arrives at the work site, he or she has a binder that contains information about the day's tasks and goals. Participants receive on-the-job training at each of the three internship sites that they are assigned to. Once training is complete participants can work independently to meet the daily goals. Throughout each shift support staff will check in with students and worksite supervisors to provide coaching as needed. It is truly amazing to watch how quickly these young people adapt to the wide variety of challenges that pop up during the regular workday. Aside from interacting with supervisors and program staff participants practice customer service skills with the service members who visit the various businesses on base. The interns are required to sign in and sign out for shifts and lunch, manage their break times appropriately, be on time, call or text their supervisor when absence is necessary, respond appropriately to constructive feedback, interact appropriately with co-workers and supervisors, exhibit appropriate customer service skills, problem solve, self-advocate, be flexible, be an active team member, be professional, and learn about the business in which they work. The interns are also expected to develop efficiency and high productivity at their internship sites. The Project Search model prepares these young people to take on unsubsidized employment alongside their non-disabled peers in the community in which they live.



3. How was your school board, community, business and industry, and/or other entities engaged in this program/project?? (500 words or less)

- Detail the engagement of the school board and how the school board collaborated on the program
- Detail the engagement and collaboration of external entities including the community and business and industry

Goal 5 of the Virginia Beach City Public Schools Strategic Plan is to *Cultivate mutually supportive partnerships — among families, schools, the division, businesses, military, faith-based, civic and city agencies — to support student well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.* In support of this goal the Virginia Beach School Board has supported Project Search from planning through implementation. Although the program is largely grant funding, the Virginia Beach School Board has approved a budget that includes support for the program. Superintendent Aaron Spence included Project Search in a list of accomplishments supported by the School Board approved budget in the narrative for the Division's Estimate of Budgetary Needs for next school year.

School Division leadership and the School Board members visited the program in the fall and program staff, participants and parents were able to report back to the School Board at their February 22, 2022 workshop. One participant's mother shared the impact of the program with the School Board at that meeting saying, "We really had a lot of trepidation. I think as most parents do when school is coming to an end, but especially as parents of special needs children it's just a different world without the structure, without the guidance, without the support and remarkably that guidance and support is out there in the real world. Now we've had an opportunity to become exposed to that and become partners with many of those players. We wouldn't have had that opportunity, if we hadn't had the Project Search experience. Now we are feeling really actually fabulous about her going out and navigating the private sector even if we had to move again with the military." School Board members were also present for a celebratory luncheon held in March for program participants. At that luncheon participants, parents, and partners were able to share reflections on the successes of the first program year.

Although the Virginia Beach program is a first for the city and for the Navy, there are 632 Project Search program sites across 48 states and ten countries, with over 31,000 people served. From a planning and implementation standpoint, the Virginia Beach Project Search program is a collaborative effort between Virginia Beach City Public Schools, the Virginia Department for Aging and Rehabilitative Services, Didlake, Inc., the Virginia Department of Education, Virginia Commonwealth University's Rehabilitation Research and Training Center, Naval leadership at NAS Oceana, host business sites and management at each internship site, and from the parents and families who took a risk to allow their children to be part of the inaugural cohort. The nine NAS Ocean Project Search "Plank Holders" and the most important partners will forever lead the way for the young people who will follow the path they blazed.



4. Explain how the division met desired outcomes of the program/project? (500 words or less)

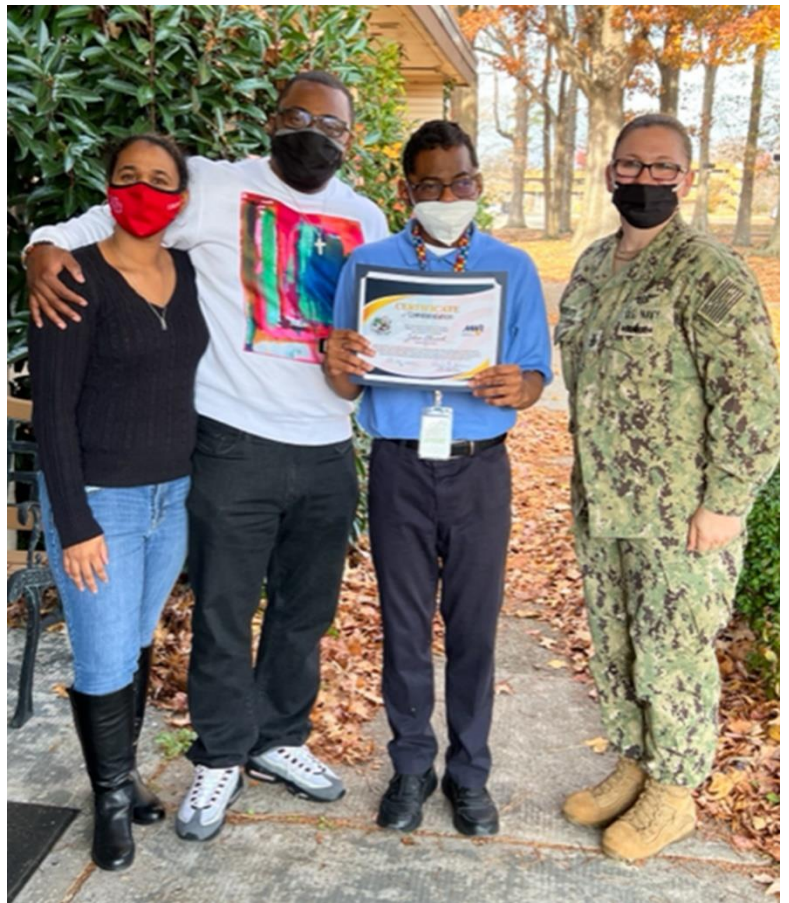
- Identify qualitative and/or quantitative data prior to program/project implementation
- Identify qualitative and/or quantitative data post program/project implementation

Goals for the project's first year included the development of partnerships and support systems at the Air Station. "It's really a win-win for all. The departments onboard get some great assistance and interns to help them out. The students are defining and shaping their futures," said Khoryati, who serves at the Navy's business liaison for the program. The planning team was able to place nine interns and identify eight internship locations. This allowed interns to rotate through three sites during their time in the program.

Workplace readiness preparedness was the focus of student goals. At the February School Board meeting participant parents were able to share the ways that students had met these goals. They included navigating an app to plan and pay for public transportation, time management, and self-advocacy. One parent described this shift sharing with the School Board, "We do feel like we've really engaged in this transition period and are very thankful for the way her ability to advocate for herself and be independent has just grown leaps and bounds. We can't say enough about it (Project Search)."

The ultimate goal for each student is unsubsidized employment. At the time of this submission the school year is not over, and students are preparing for interviews. Students are shopping for the perfect interview outfit with partners from Didlake, Inc. and practicing their communications skills to be ready for the perfect career opportunity. To date three of the nine participants have secured unsubsidized employment at a rate of \$15.00 per hour. The team is sure the others will also find the right fit career path before the end of the school year.

One father shared with the School Board how Project Search changed his perspective on what his son was capable of taking responsibility for. He spoke at length about trusting his son's abilities and letting go and shared how much the program has allowed his son to fly saying, "It opens them up to be able to do more because (they are) just like us. We want to feel needed. We want work. They want to do the same things we do. So kudos to Project Search and hopefully it will be around for years to come."



5. Why does this program/project deserve recognition? (500 words or less)

- Demonstrate the innovation and/or best practice(s) of the program/project
- Evaluation of the program
- Replication of such program at the local, regional, state levels

Although this is the not first rollout of the Project Search model, it is the first in Virginia Beach and the first for a Navy master jet base. The Virginia Beach program uniquely demonstrates what can be accomplished when multiple organizations collaborate and are deeply committed. On any given day the classroom and internship sites are visited by staff and professionals from each partnering organization. These caring adults know each participant by name. All of these professionals play a role in shaping the interns' experiences and preparing them for competitive, integrated employment. Interns participate in internships based on their strengths, and task loads become more complex as interns learn the day-to-day workings of the business. Business partners keep expectations high as they are asked to view each intern through the lens of a potential hire. This total work-place immersion provides interns with intensive employability training and learning opportunities that cannot be attained through instruction in a traditional classroom setting. Many of the host business sites have reported a rejuvenation in their employees. These employees have been encouraged by the opportunity to show their leadership skills while serving as mentors to the interns. Project Search is influential in educating community business members about the untapped workforce that exists among people with disabilities.

Members of the Office of Technical and Career Education's workforce development team visited the program this spring with the sole purpose to look for best practices that could be used to support internship and workforce development programs that targeted other student groups in the city. This team who are experts in workforce development for secondary students was impressed with the detail of program planning and supports. Many of those supports will benefit any student who is developing workplace readiness skills.

During the visit ways to expand the program to other bases in the city were discussed. The program is easily replicated to both military connected and private sector applications. Project Search has over 600 programs world-wide, so its ability to be replicated across multiple business sectors has been proven over time. Our military centric community rallied and helped create this opportunity for students with disabilities that will help them to live more rewarding and independent lives. NAS Oceana Project Search deserves to be recognized because it is an innovative, comprehensive, multi-agency partnership that is making a difference not only in the lives of the nine interns, but also in the lives of their parents, the business partners, NAS Oceana employees, and the community. It is helping a multitude of people recognize that within people who are differently abled exist diligent, committed, qualified workers with a wealth of potential.



Acknowledgement and Disclaimer

☒ I certify that this nomination is being made with approval of the school board/boards through an official vote at a school board meeting.

☒ All nomination materials become the property of the Virginia School Boards Association and cannot be returned. The Virginia School Boards Association has the right to reprint/republish these materials at any time in any format and in any media.

Submitted by:

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Name and Title

Virginia Beach City Public Schools

School Division

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757-648-6180

Email Address and Phone Number



VSBA Excellence in Workforce Readiness Award

Department of Teaching and Learning
Tuesday, May 10, 2022

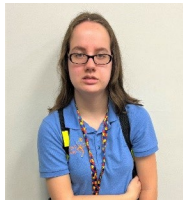
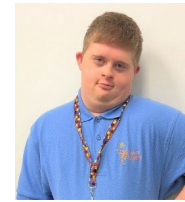
VSBA Application Process

- Nominate an Innovative Program
- Secure School Board Approval
- Submit
Electronically by
May 16, 2022





VSBA Excellence in Workforce Readiness Award



Department of Teaching and Learning
Tuesday, May 10, 2022



Decorum and Order-School Board Meetings 1-48

School Board of the City of Virginia Beach
Bylaw 1-48

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe, and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.



2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place.
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices.
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board.
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting.
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting.
- Other conduct that violates decorum and order as determined by the Chair or designee.

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

D. Other methods of communicating with the School Board

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including VBCPSSchoolboard@googlegroups.com or email individual School Board Members in addition to those provided at School Board meetings.



This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph, or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

E. The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.

F. The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.

G. No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.

H. At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.